THE NEW CODE-1900

OF REGULATIONS FOR DAY SCHOOLS, WITH SCHEDULES AND APPENDICES: THE NEW REVISED INSTRUCTIONS TO INSPECTORS: THE DEPARTMENTAL FORMS AND CIRCULARS: TOGETHER WITH MUCH LEGAL AND PROFESSIONAL INFORMATION NECESSARY FOR TEACHERS AND MANAGERS OF SCHOOLS.

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THE N.U.T. EDITION, 1900,

(REVISED TO JULY, 1900)

BY

J. H. YOXALL and T. A. ORGAN.

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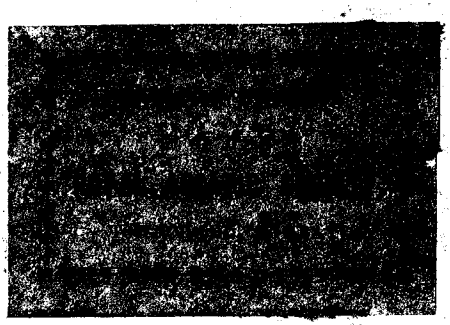

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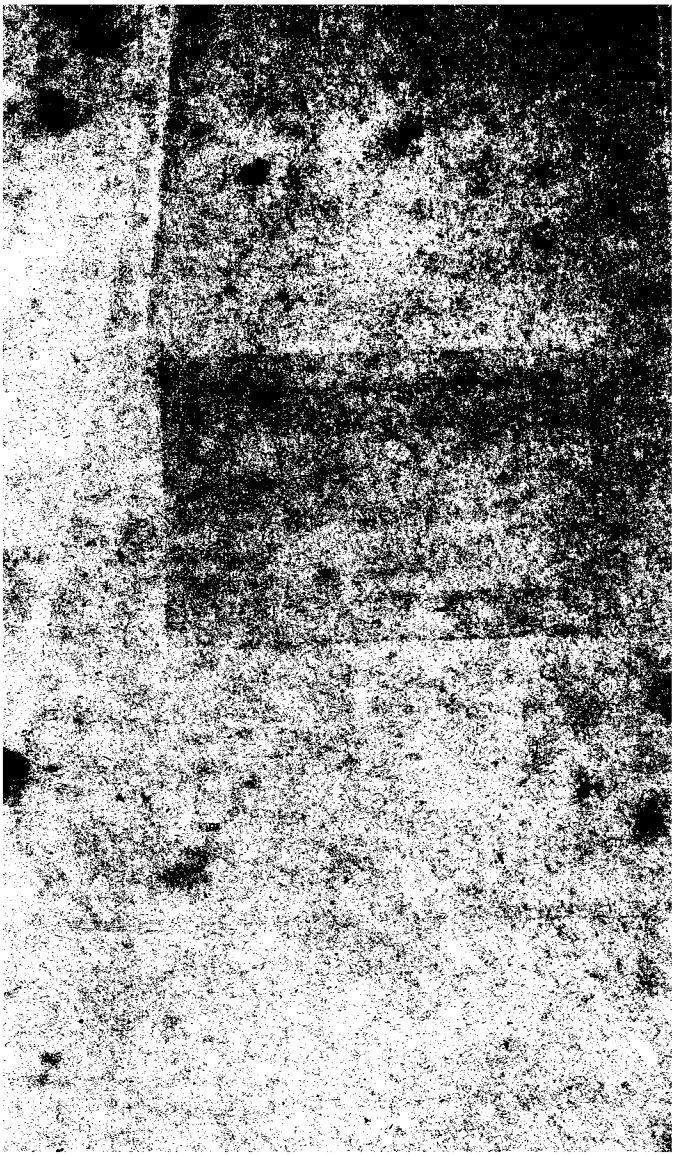

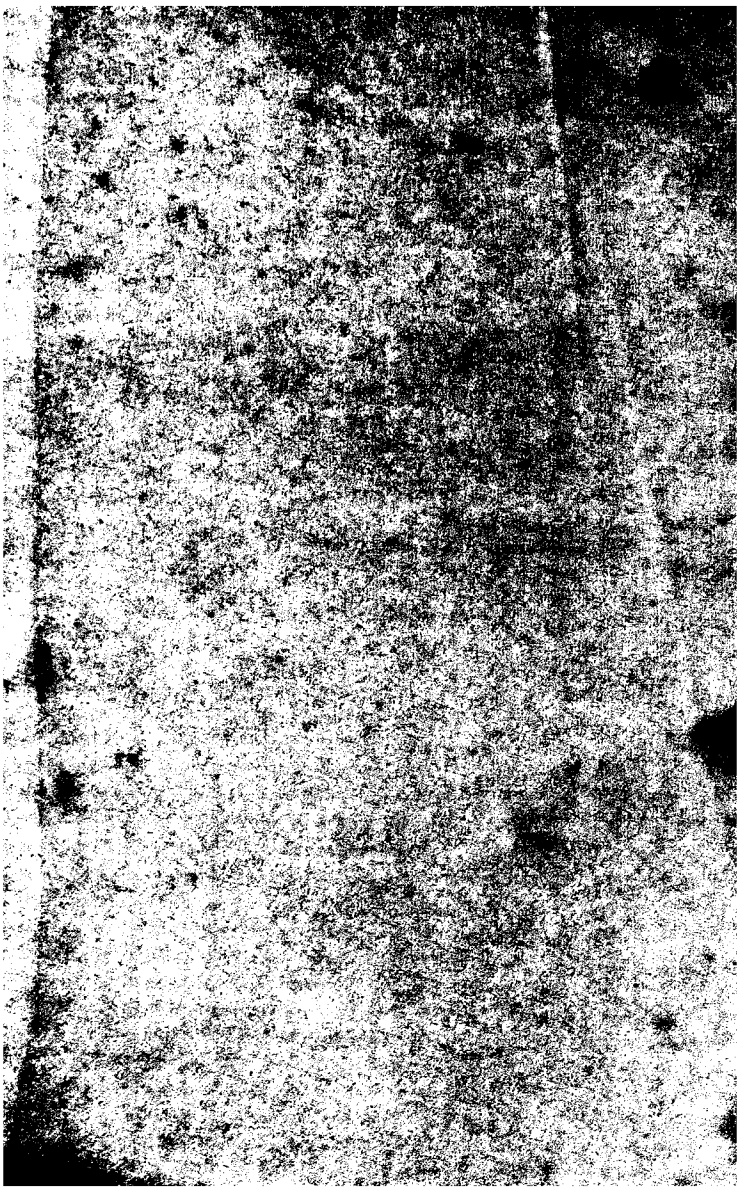

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PREFACE.

In issuing the eighth annotated edition of the Day School Code, the Instructions to Inspectors, the Schedules and Appendices, the Art Forms, &c., the Executive of the National Union of Teachers have in view the convenience of Members of School Boards, Managers and Teachers, who, not merely by the terms of Article 8 (which this edition satisfies), but as an essential part of their duties, require to possess the text of those documents and the fullest collateral information thereon. So many and so intricate have become the Regulations, Circulars, and Forms of the Departments administering public education, that the guidance of experts is almost necessarily required. The records and official correspondence of the National Union of Teachers, extending over a period of twenty-nine years, and constituting unique resources of information, have been at the disposal of the editors, together with the scores of queries which daily reach them as to points disputed or apparently obscure. Full use has been made of these indications in furnishing the Foot-notes which elucidate Articles of the Code, and also in preparing the chapters which deal exhaustively with certain duties of Teachers and Managers which have been found to need special treatment. It is believed that the guidance and assistance thus provided make the book an indispensable *vade mecum* for all persons officially connected with primary education, and for others interested in the work of public elementary schools.

Together with the verbatim text of the documents required by Article 8 as part of the equipment of a school, this edition contains the other Regulations, Circulars, and Forms which relate to the subject, and quotations from Acts of Parliament, Judicial Decisions, and Departmental Letters are also supplied. For the convenience of Pupil-teachers, Students, and others, the Syllabus of the Queen's Scholarship Examination, 1900, the terms of qualification for Art Certificates, and particulars relating to Day and Residential Training Colleges are included. The foot-notes have been enlarged, and many important items of miscellaneous information are supplied. The exhaustive index, with many new cross-readings, affords a means of ready reference.

Thanks are due to Sir G. W. Kekewich, K.C.B., Secretary to the Board of Education, for the assistance kindly rendered by supplying copies of the latest editions of Departmental Forms and Circulars.

It is unlikely that the contents of a book so full and complex, upon subjects so intricate and so many, will be free from errors, and the Editors will gladly receive corrections or suggestions which readers may be good enough to supply.

J. H. YOXALL.

71, Russell Square, London, W.C. T. A. ORGAN.

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CHANGES AND MODIFICATIONS IN THE CODE OF 1900.

N.B.—The figures show the Article of the Code; the words in italics indicate the additions; the asterisks serve as abbreviations of the unaltered text.

12. (*c.*) [New]. *The marking of the registers for the afternoon meeting may not, without the special consent of the Department, commence within an hour of the close of the morning meeting.*

12. (*g.*) (ii.) [New.]

Attendance at a central examination conducted by managers of schools may be reckoned as attendances in accordance with sections (a) and (b) of this Article, provided that the arrangements for such examination are previously approved by the Inspector.

13. No attendance * * * who *has been under instruction for more than one year* in the * * *

15. (*a.*) *The course of instruction in infant schools and classes should, as a rule, include—*

Suitable instruction in the elementary subjects.
Simple lessons on common things.
Appropriate and varied occupations.
Needlework (or drawing for boys).
Singing and physical exercises.

(*b.*) *The course of instruction in schools for older scholars is as follows:—*

To be taken as a rule in all schools.

(i.) *English, by which is to be understood reading, recitation, writing, composition, and grammar in so far as it bears upon the correct use of language*
Arithmetic
Drawing for boys
Needlework, for girls
Lessons (including object lessons) on geography, history, and common things
Singing, which should, as a rule, be by note
Physical exercises

N.B.—It is not necessary that all these subjects should be taught in every class.

One or more of them may be omitted in any school which can satisfy the Inspector and the Department that there is good reason in its case for the omission.

For the purposes of Section 1 (1) (*a*) *of the Technical Instruction Act* 1889, *reading, writing, and arithmetic are obligatory or standard subjects.*

One or more of these is to be taken when the circumstances of the school, in the opinion of the Inspector, make it desirable.

(ii.) *Algebra*
Euclid
Mensuration
Mechanics
Chemistry
Physics
Elementary Physics and chemistry
Animal Physiology
Hygiene
Botany
Principles of Agriculture
Horticulture
Navigation
Latin
French
Welsh (for scholars in schools in Wales)
German
Book-keeping
Shorthand, according to some system recognised by the Department
Domestic Economy, or Domestic Science

For girls.

(iii.) *Cookery* (see *Art.* 101 (*g*))
Laundry work (see *Art.* 101 (*h*))
Dairy work (see *Art.* 101 (*i*))
Household management (see *Art.* 101 (*m*))

For boys.

Cottage gardening (see *Art.* 101 (*k*))
Manual instruction (see *Art.* 101 (*l*))

Where manual instruction is taken, it is desirable that suitable occupations leading up to it should be taken in the lower classes.

16. Any subject * * * be *included in the course of instruction*, provided * * *

30. At any visit * * * child over *twelve* years of age, *or, if the child is to be employed in agriculture under any bye-law made under Section* 1 *of the Elementary Education (School Attendance) Act, 1893, Amendment, Act, 1899, over eleven years of age*, * * * certificate ;

31. The teachers recognised by the Department are (*a*) probationers ; (*b*) pupil-teachers ; (*c*) *provisional assistant teachers ;* (*d*) assistant teachers * * *

37. * * *

Girls are not, *as a rule*, recognised * * *

40. For pupil-teachers admitted * * * the length of the engagement will ordinarily be three years * * * 18th year.

Candidates may be * * * Junior Students, *the Junior Certificate Examination of the Central Welsh Board*, the Second Class * * *

See Article 40 above and Article 41* below.

41. (*a*) Pupil-teachers are required in *each year* of their engagement to pass *the* examination *prescribed* in Schedule V., and the certificates specified in that Schedule must also be produced by the managers.

41. (*f*.) The final * * * fixed for the *second* year * * *

41. (*g*.) When a * * * of the first or second year * * *

41*. Candidates may be admitted for an engagement of four years if the Inspector specially consents (Article 39) to their admission under 15 years of age. In such cases the candidates will be required before admission to pass an examination in the three elementary subjects *up to and including* Standard VII., and in the elements of Grammar, Geography and History. *In the first, second, and third years of their engagement they will be required to pass the examination prescribed by Schedule V. for candidates, first year, and second year respectively.*

Certificates of health and character, and, in the case of girls, of proficiency in needle-work, must be furnished for candidates proposed for admission as pupil-teachers under this Article.

42. The number of pupil-teachers recognised *by the Department* must not exceed three for the principal teacher and one for each certificated assistant teacher. * * *

49*. [NEW] *Provisional Assistant Teachers. Persons who have completed an engagement as pupil-teachers, but have failed at the Queen's Scholarship Examination during their engagement, may, on the special recommendation of the Inspector, be recognised as provisional assistant teachers during the two years immediately succeeding the last examination taken by them during their engagement, and, after obtaining a satisfactory report from the Inspector, may attend the Queen's Scholarship Examination once again at any time during those two years, notwithstanding the provisions of Article 48 (d).*

51. (*c*) Teachers * * * may, *subject to a satisfactory report from the Commissioners*, be recognised * * *

55. Candidates for certificates must, except *in the cases* provided for in this Code * * *

57. (i.) (*b*.) [ADDITION TO ARTICLE.] *or* (3) *as teachers in schools certified under the provisions of the Elementary Education (Blind and Deaf Children) Act*, 1893 ;

57. (ii.) (*b*) Teachers who * * * certificated teachers, *or as teachers under Article 82, exception* (*b*), or as assistant teachers * * *

60. (*c*.) Teachers * * * may, *subject to a satisfactory report from the Commissioners*, be recognised * * *

68. * * *

In boys' schools * * * instruction of *the lower classes* * * *

73. In determining * * * each assistant teacher for an average attendance of 45, *each provisional assistant teacher*, each additional teacher * * * average attendance of 30 * * *

85 (b). [ADDITION to Article.]

Article 85 (b) is applicable only to schools whose school year ends before the 31st March, 1901.

86. The school * * * grant under Article 98, or Article 101 (a). The * * *

98. * * *

A grant of 17s. or 16s. is made to infant schools and classes.

The Department shall decide which, if either, of these grants shall be paid, after

considering the report and recommendation of the Inspector upon each of the following four points :—

(a.) The suitability of the instruction to the circumstances of the children and the neighbourhood.

(b.) The thoroughness and intelligence with which the instruction is given.

(c.) The sufficiency and suitability of the staff.

(d.) The discipline and organisation.

The Inspector will recommend the higher grant, unless he is unable to report favourably upon the school under these heads.

The course of instruction for infant schools and classes is given in Article 15 (a).

101. Grants are made to schools for older scholars under this Article, and every school to which a grant is made under this Article is a school for older scholars.

The grants made to schools for older scholars are as follows :—

(a.) *A Principal Grant of* 22*s.* *or* 21*s.*

(i.) *The Department shall decide which, if either, of these grants shall be paid, after considering the report and recommendation of the Inspector upon each of the following four points :—*

(a.) *The suitability of the instruction to the circumstances of the children and the neighbourhood.*

(b.) *The thoroughness and intelligence with which the instruction is given.*

(c.) *The sufficiency and suitability of the staff.*

(d.) *The discipline and organisation.*

The Inspector will recommend the higher grant unless he is unable to report favourably upon the school under these heads.

The course of instruction for schools for older children is given in Article 15 *(b).*

(ii.) *The instruction should be in accordance with a Syllabus which must be produced to the Inspector at his visit. The Inspector may disapprove any portion of the Syllabus which he considers unsuitable.*

Specimen schemes of instruction suited to schools in various circumstances may be obtained on application to the Department.

(iii.) *In reporting upon the sufficiency and suitability of the staff, the Inspector will have regard to the fitness of each teacher for the work allotted to him (or her).*

(iv.) *In reporting upon the discipline and organisation the Inspector* will have special regard to the moral training and conduct of the children, to the neatness and order of the school premises and furniture, and to the proper classification of the scholars, both for teaching and examination. But he will not interfere with any method of organisation adopted in a Training College, if it is satisfactorily carried out in the school. To meet the requirements respecting discipline, the managers and teachers will be expected to satisfy the Inspector that all reasonable care is taken, in the ordinary management of the school, to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.

(b.) (c.) (d.) (e.) (f.) *Cancelled.*

101. (g) * * * But *in schools whose school year ends before the 31st March, 1901,* this grant * * * specific subject (*Article 101 (f) of the Code for 1899*) or * * *

For any school year ending after the 31st March, 1901, it will be a condition of this grant that each girl has spent not less than 14 hours in attendance at Demonstration Lessons.

101. (h.) * * * But *in schools whose school year ends before the 31st March, 1901,* this grant * * *

101. (i.) * * * But *in schools whose school year ends before the 31st March, 1901,* the grant * * *

101. (k.) * * * But *in schools whose school year ends before the 31st March, 1901,* this grant * * *

101. (m.) [New.] *If a scheme of practical instruction for girls in Household Management, including Cookery, Laundry Work, and Practical Housewifery, is submitted to and approved by the Department, a grant at the rate of 7s. per 100 hours' attendance may be made for each girl who, while receiving instruction in the elementary*

subjects in Standard V. or any higher Standard, has attended lessons given in accordance with the scheme.

The scheme must provide for not less than 100 *hours' instruction being given in each year for which the grant is claimed.*

The instruction must be given in premises specially adapted for the purpose, and the Inspector must report that the instruction and arrangements are satisfactory.

The complete course of instruction may be spread over two or more years, and in that case the grant may be claimed at the end of each year in respect of the instruction given during that year.

No grant may be claimed under Article 101 (g), (h), or (i), or, in schools whose school year ends before the 31st March, 1901, under Article 101 (f), of the Code for 1899, *in respect of any girl for whom the grant for Household Management is claimed.*

The time for Household Management must be entered in the Time Table.

101. (N.B.) If the school year is less than twelve months, *or if the school has been closed under medical authority,* and it is * * * the course *completed* in the school year.

If it is shown * * * in Cookery, * * * Article 101 (*g*), * * * Article 101 (*g*), * * *

The grants under Article 101 (*g*) to (*m*) * * *

102. A grant * * * each pupil-teacher *admitted from the 1st January, 1900, or from any earlier date,* who * * * Scholarship Examination. * * *

See headnote to Schedule V.

It is recommended * * *

There shall be substituted for the above a grant of 40s. to be made annually for each pupil-teacher recognised on the staff of the school at the end of the school year, and admitted on or after the 1st July, 1900. The number of grants paid for any pupil-teacher shall not exceed the number of years for which he was originally admitted.

105. Where the * * * an assistant teacher for an average attendance of 30, a pupil-teacher or an additional teacher (Article 68), *or provisional assistant teacher,* for an average attendance of 20 * * *

115. (*a.*) Any candidate * * * at the last, *or last but one,* proceeding * * *

115. (*d.*) Any candidate * * * passed *since the 1st January, 1898,* one o * * *

122, &c. Grants to Training Colleges.*

Footnote* [NEW.]

After 1900 the grants for Science and Art to Training Colleges will be paid upon the reports of the Inspectors, and not, as hitherto, upon examination results. Provisions will be inserted in the Code for 1901 for the payment of these grants.

130. [ADDITION TO ARTICLE.]

No application for a pension under this Article will be entertained unless it is made before the 1st April, 1906.

130. (6.) The maximum number * * * as follows :—

		£
947	*66* pensions of £30 each . . .	*1,980*
	363 pensions of £25 each . . .	*9,075*
	518 pensions of £20 each . . .	*10,360*
		21,415
	Donations or special gratuities (each year)	340
		21,755

134. [NEW.]—*Articles 15, 16, 86, 98, and 101 (a) of the present Code will apply to schools whose school year ends on or after the 31st March, 1901; Articles 15, 16, 86, 98, and 101 (a) to (f) of the Code for 1899* (**See Appendix B**) *will apply to schools whose school year ends before that date.*

SCHEDULE I.

ARITHMETIC (SCHEME A.)

Footnote § (last paragraph).

Instruction in the principles of the metric system, and in the advantages * * * the unit *must be given* to the scholars in Standards IV., V., VI., and VII. As a * * *

SCHEDULE II., AND SUPPLEMENT TO SCHEDULE II.

CLASS SUBJECTS.

Headnote [NEW]. *This Schedule is applicable only to schools whose school year ends before the 31st March*, 1901.

For schools whose school year ends on or after that date, specimen Schemes of instructions may be obtained on application to the Department.

SCHEDULE III. A.

DRAWING.

5. Pupil-teachers * * * in freehand and model drawing respectively; and drawing in light and shade from a cast, and a geometrical drawing (*Art Subject* 1a.) * * *

6. *A payment of* 15*s.* for a *success* in freehand * * *

7. No payment * * * for a *success* * * *

8. [NEW].

No payment will be made on account of pupil-teachers admitted on or after the 1st July, 1900.

SCHEDULE III. B.

NEEDLEWORK.

Notes.

1. Garments must be *made by each girl in the standards*, but * * *

SCHEDULE M.

MANUAL INSTRUCTION.

[ADDITION TO SECTION.]

The number of children receiving practical instruction from one teacher at any one time should not exceed twenty-four.

SCHEDULE S.

SCHEMES FOR SMALL SCHOOLS.

Headnote. [NEW.] Same as in Schedule II.

SCHEDULE IV.

SPECIFIC SUBJECTS.

Headnote. [NEW.] Same as in Schedule II.

SCHEDULE V.

Certificates and Curriculum of Pupil-teachers at Admission and during their Engagement

Cancelled.

SCHEDULE V.

Certificates and Curriculum of Pupil-teachers.

Pupil-teachers admitted *from the 1st January, 1900, or any earlier date, and Pupil-teachers admitted for four years under Article 41** will take * * *

READING. (Col. 3.) Footnote †.

The selected books for reading in 1900 *and 1901* will be * * * Frederick the Great for the second year.

In 1902 they will be Old Mortality for candidates, Macaulay's Essay on Clive for the first year, and Carlyle's Past and Present for the second year.

ENGLISH. (Col. 4.) Footnote ¶ * * *

In 1900 *and 1901* the selected books * * *

In 1902, they will be Gray's Elegy for candidates, Cowper's Expostulation, lines 1 to 363, for the first year, and Milton's Paradise Lost, Book III., for the second year.

HISTORY. (Col. 5.)

FIRST YEAR [ADDITION.]

In 1901, of the reign of Edward III.

SECOND YEAR. [ADDITION.]

In 1901, of the period from 1756 to 1783.

ELEMENTARY SCIENCE (Col. 9) CANDIDATES.

Footnote (**) to 4th paragraph.

[NEW.]

At the October, 1900, and subsequent examinations the following will be substituted for this paragraph: Pressure of liquids, Boyle's law, the barometer, syphon, common pump and air pump.

LANGUAGES (Col. 14.)

Footnote ‡. [NEW.] *Other books may be prepared instead of those named in this column, subject to the approval of the Inspector.*

SCHEDULE VI.

I. FORM OF MEMORANDUM OF AGREEMENT.

(For a Voluntary School).

Marginal Note 8. *Three* full years; * * *
Marginal Note 11. * * * £3 in the first year, and * * * never exceeding £5 in the whole.

III. FORM OF MEMORANDUM OF AGREEMENT.

For a Board School.

Marginal Note 9. *Three* full years; * * *
Marginal Note 12. * * * £3 in the first year, and * * * never exceeding £5 in the whole.

SCHEDULE VII.

Rules to be observed in Planning and Fitting up Public Elementary Schools.

REQUIREMENTS.

III. (c) In the case of enlargements *or alterations*, the whole site and the existing building should be *as* accurately shown *in every respect as the proposed changes.*

RULES.

8. * * *

It is not desirable, as a rule, to provide for the teaching of classes in a Central Hall except in the case of a mixed school, where the presence of a teacher in the Hall, teaching a class, is beneficial in keeping order among the children passing through.

In infant schools a class in the Hall is especially to be avoided, because the exercises and marching of the infants prevent it from being efficiently taught.

In boys' and girls' schools, one class (or under special circumstances two classes) *may sometimes* be allowed in the Central Hall if the Hall is suitably planned for *the purpose.* The * * *

11. Apart * * * into the rooms. *Gratings in floors should never be provided.* Inlets * * *

14. [ADDITION TO FIRST PARAGRAPH.] *The benches should be fitted with backs.*

20. No loan * * * Rooms for extra subjects * * * chemistry, *cookery*, &c., * * * Whether * * *

SCHEDULE VIII.

EXAMINATIONS AND CERTIFICATES RECOGNISED FOR SPECIAL PURPOSES.

UNDER ART. 51 (*b*).

* * *

The Glasgow Local Examination for Senior Certificate.
The Aberdeen Higher Certificate for Women.
The St. Andrew's * * *
The Trinity College * * *
The Senior Certificate Examination of the Central Welsh Board.

UNDER ARTS. 101 (*g*) and 101 (*h*).

The list of Training Schools, the certificates of which are recognised under Arts. 101 (*g*) and 101 (*h*), has been revised. (See page 76.)

UNDER ART. 115 (*d*).

* * *

4. The London [illegible]versity Matriculation Examination.
5. The Victoria [illegible]versity Preliminary Examination.
6. The Universi[illegible]of Wales Matriculation Examination if the candidate *passes* in all five subjects at one examination.
9. *The Senior Certificate Examination of the Central Welsh Board, if the certificate is obtained in subjects approved by the Department, and the candidate has obtained at least one distinction.*
10. Any corresponding * * *

MINUTE OF THE BOARD OF EDUCATION, APRIL 6th, 1900, ESTABLISHING HIGHER ELEMENTARY SCHOOLS.

A Public Elementary School may be recognised by the Board of Education (hereinafter called the Board) as a Higher Elementary School under the following conditions:—

1. The school must be organised to give a complete four years' course of instruction approved by the Board.

2. No child shall be admitted into a Higher Elementary School unless he—
   (i.) Has been under instruction at a Public Elementary School, other than a Higher Elementary School, for at least two years; and
   (ii.) Has been certified by an Inspector of the Board to be qualified to profit by the instruction offered in the Higher Elementary School.

3. The fitness of any child to continue, or be promoted from one year's course to another, in a Higher Elementary School, shall be certified by an Inspector of the Board.

4. (i.) Attendances may not be recognised in a Higher Elementary School for any scholar who is upwards of fifteen years of age; and
   (ii.) No scholar may remain in a Higher Elementary School beyond the close of the school year in which he or she is 15 years old.

The average attendance for any period is found by dividing the total number of attendances made during that period by the number of times for which the school has met during such period. For the purposes of reckoning the average attendance at a Higher Elementary School an attendance shall mean attendance during 2½ hours.

5. (i.) The school year of every Higher Elementary School is the year ending on the 31st July, and no scholar may be admitted for any year's course later than 1st November.
   (ii.) After 1st November, 1900, scholars newly admitted into a Higher Elementary School must commence with the First Year Course.

6. *Temporary Article.*—Up to 1st August, 1901, the qualification for admission to the First Year Course shall, as a rule, be competency to pass Standard IV. of the Code as shown to the satisfaction of an Inspector of the Board.

7. (*a.*) The school must be shown, to the satisfaction of the Board, to be necessary in the locality; and
(*b.*) The premises must be recognised by the Board as suitable for the purposes of a Higher Elementary School.

8. The teaching staff of the School must possess such qualifications as may be laid down from time to time by the Board for the purposes of a Higher Elementary School.
In the First and Second Year Courses there shall be a teacher, accepted as qualified by the Board, for every forty scholars (or less), in the Third and Fourth Year Courses there shall be a teacher, so qualified, for every thirty scholars (or less), in average attendance.
The grant may be reduced at the rate of not more than 10s. per annum for every unit of annual average attendance above the number for which the school staff is recognised by the Board. This reduction will as a rule be one-twelfth of 10s. for every month during which the staff has been insufficient for the annual average attendance.

9. The Managers of any school who desire such school to be recognised as a Higher Elementary School must submit for the approval of the Board before the 1st July in any year proposals for a Curriculum and Time Table, and supply such other information as may be required by the Board.

10. The grants made to Higher Elementary Schools are as follows :—

(i.) *Principal Grant.*

	Higher Scale.	Lower Scale.
	s.	*s.*
1st year	27	25
2nd year	35	33
3rd year	47	40
4th year	65	55

The Board shall decide which, if either, of these grants shall be paid, in the case of each Year's Course, after considering the Report and recommendation of the Inspector upon each of the following four points :—

(*a.*) The suitability of the instruction to the circumstances of the scholars and the neighbourhood.
(*b.*) The thoroughness and intelligence with which the instruction is given.
(*c.*) The sufficiency and suitability of the staff.
(*d.*) The discipline and organisation.

The Inspector will recommend the higher grant unless he is unable to report favourably upon the school under these heads.

(ii.) *Grant for Practical Work.*

	Higher Scale.	Lower Scale.
	s.	*s.*
1st year	8	6
2nd year	12	10
3rd year	18	15
4th year	25	18

This grant will only be awarded where special provision for such work, as regards premises and equipment, is made to the satisfaction of the Board. The Board shall decide which, if either, of these grants shall be paid, in the case of each year's course, after considering the Report and recommendation of the Inspector upon each of the points named in paragraphs (i) (*a*) to (*d*) of this Section.

11. No grant may be received from the Board of Education by any Higher Elementary School in addition to the grants named in Section 10 of this Minute, with the exception of the Fee Grant.

12. No member of the teaching staff may undertake duties not connected with the school which may occupy any part whatever of the school hours.

13. Separate registers and separate accounts must be kept for the Higher Elementary School.

14. No scholar may attend a Higher Elementary School who is attending an Evening School or Class under the Regulations of the Board. This does not apply in the case of a scholar attending an Art Class above Group 1, under the Regulations of the Board.

Given under the Seal of Office of the Board of Education, this Sixth day of April in the year One thousand nine hundred.

L.S.

G. W. KEKEWICH,
Secretary.

☞ **Articles 15, 16, 86, 98, and 101 (*a*) of the present Code will apply to schools whose school year ends on or after the 31st March, 1901; Articles 15, 16, 86, 98, and 101 (*a*) to (*f*) of the Code for 1899 (*see Appendix B*) will apply to schools whose school year ends before that date (*see Article 134*).**

EDUCATION DEPARTMENT.

CODE OF REGULATIONS FOR DAY SCHOOLS, WITH SCHEDULES AND APPENDICES, 1900.

CODE OF MINUTES of the EDUCATION DEPARTMENT laid on the Table of both Houses of Parliament pursuant to the 97th section of the Elementary Education Act, 1870.

PRELIMINARY CHAPTER.

Education Department.

1. A sum of money is annually granted by Parliament for Public Education in England and Wales, and is administered by the Education Department, hereinafter called the Department.

The term "Education Department" means "The Lords of the Committee of the "Privy Council on Education." (*Elementary Education Act*, 1870, *sec.* 3.)

Object of grant.

2. The object of the grant is to aid in maintaining—

(*a*) Public Elementary Schools.

(*b*) Training Colleges for Teachers.

PART I.—PUBLIC ELEMENTARY SCHOOLS.

CHAPTER I.

INTRODUCTORY.

"Elementary School."

3. The term "Elementary School" means "a school "or department of a school at which elementary educa- "tion is the principal part of the education there given, "and does not include any school or department of a "school at which the ordinary payments in respect of the instruction

Art. 1. *Official Correspondence.* All communications relating to Elementary Education should be addressed to the Secretary, Board of Education, Whitehall, London, S.W. Letters concerning Science, Art and Technical Education should be addressed to the Secretary, Board of Education, South Kensington, London, S.W. Communications to the Board of Education should be written on foolscap paper, and a separate letter should be sent for each subject. The postage on such letters need not be prepaid.

Art. 2. A "Public Elementary School" is defined in Art. 4 of this Code, and a "Training College" in Art. 110.

Art. 3. It will be noted that there is a difference in the meaning of the terms "Elementary School" and "Public Elementary School." The points of difference will be discovered by comparing Articles 8 and 4 of this Code. Children attending an *Elementary* School comply with the requirements of the Attendance sections of the Elementary Education Acts, if that school has been certified as "efficient" by the Education Department.

"from each scholar, exceed ninepence a week." (*Elementary Education Act*, 1870, *sec.* 3.)

The "ordinary payment" for each scholar must cover all the instruction given in the school; and will, as a rule, be found by dividing the total amount of fees payable for any week, by the number of scholars on the registers for that week. But if more than one-third of the scholars pay fees exceeding ninepence a week the "ordinary payment" will be considered to exceed ninepence a week. The term "payments in respect of the instruction" means the fee payable by the parent, and does not include any payment for the purchase of books or other such articles. But a weekly or other periodical payment for the use of books or other school requisites, if required as a condition of admission to the school, is treated as a fee.

3a. Wherever the word "school" occurs in this Code, it is to be held to include "department of a school." For the purposes of this Code the Department have power to decide whether a part of a school is or is not a department.

"Public Elementary School."

4. The term "Public Elementary School" is defined by the Elementary Education Act, 1870, sec. 7, which is as follows:—

"Every elementary school which is conducted in accordance with the following regulations shall be a public elementary school within the meaning of this Act; and every public elementary school shall be conducted in accordance with the following regulations (a copy of which regulations shall be conspicuously put up in every such school); namely,

"(1) It shall not be required, as a condition of any child being admitted into or continuing in the school, that he shall attend or abstain from attending any Sunday school or any place of religious worship, or that he shall attend any religious observance or any instruction in religious subjects in the school or elsewhere, from which observance or instruction he may be withdrawn by his parent, or that he shall, if withdrawn by his parent, attend the school on any day exclusively set apart for religious observance by the religious body to which his parent belongs:

"(2) The time or times during which any religious observance is practised, or instruction in religious subjects is given at any meeting of the school shall be either at the beginning or at the end, or at the beginning and the end of such meeting, and shall be inserted in a time-table to be approved by the Education Department, and to be kept permanently and conspicuously affixed in every schoolroom; and any scholar may be withdrawn by his parent from such observance or instruction without forfeiting any of the other benefits of the school:

"(3) The school shall be open at all times to the inspection of any of Her

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Art. 4. The conditions respecting religious instruction in Public Elementary Schools are fully dealt with in a special chapter of this book.

Hymns in Board Schools. In the House of Commons, on May 11th, 1895, Mr. Acland said:—"Hymns are constantly used in Board schools without, so far as I know, in any way infringing the Act of 1870. The Department is of opinion that, in consideration of the provision of the Act of 1870, and the general circumstances of the case, School Boards will be wise to refrain from providing hymn-books for children which are connected with any particular Church or denomination, and to which objection might be taken by some of the parents. This is, I believe, largely the practice of School Boards throughout the country."

Art. 4. "If the school premises admit of it, the children withdrawn by their parents from religious observances or instruction should receive by themselves instruction in secular subjects during the time or times set apart for religious instruction or observances." (Minute of Education Department, February, 1871.) (See also Chapter on "Religious Instruction.")

Art. 4. *Attendance at Church or Chapel.* "The two consecutive hours of secular instruction required by the New Code must be the same for the whole school or department. If these are secured, at each meeting of the school, a time-table may be approved which provides for the attendance at church on certain specified days of those children whose parents do not object; so long as—

"(1) No part of such attendance is registered as school attendance.

"(2) The time-table shows what arrangements are made for the instruction of the remainder of the children in secular subjects during the absence of part of the school at church." (Former Instructions to Inspectors.)

Majesty's Inspectors, so, however, that it shall be no part of the duties of such Inspector to inquire into any instruction in religious subjects given at such school, or to examine any scholar therein in religious knowledge, or in any religious subject or book:

"(4) The school shall be conducted in accordance with the conditions required to be fulfilled by an elementary school in order to obtain an annual parliamentary grant."

"Inspector." 5. The term "Inspector" means one of the Inspectors of schools appointed by Her Majesty on the recommendation of the Department, or any person employed by the Department as Acting Inspector, Sub-Inspector, Directress of Needlework, or Inspectress of Cookery, or any Inspector of Returns appointed under the Elementary Education Act, 1870, sec. 71.

"Chief Inspector." The term "Chief Inspector" means one of Her Majesty's Inspectors appointed to superintend the work of the other Inspectors in a certain division of England and Wales, or as Inspector of Training Colleges.

"Organising Teacher." 5.* An "Organising Teacher" means a certificated teacher, or other person approved by the Department, who either inspects schools and advises managers and teachers in view of the Inspector's visit, or instructs or examines teachers in any special subjects or educational methods, or instructs or examines candidates for the office of pupil-teacher.

"Managers." 6. The term "Managers" includes all persons who have the management of any elementary school, whether the legal interest in the school house is or is not vested in them.

7. School Boards are the managers of all schools provided by them,

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Art. 5. (*Clause of the Act named.*) "If any local authority fail to make the returns required under this Act, the Education Department may appoint any person or persons to make such returns, and the person or persons so appointed shall for that purpose have the same powers and authorities as the local authority." (33 & 34 Vict. c. 75, sec. 76).

"The Education Department may appoint any persons to act as Inspectors of returns, who shall proceed to inquire into the accuracy and completeness of any one or more returns made in pursuance of this Act, and into the efficiency and suitability of any school mentioned in any such return, or which ought to have been mentioned therein, and to inspect and examine the scholars in every such school. Where there is no return the Inspector shall proceed as if there had been a defective return." (Ibid. sec. 71.)

Inspectors: For the names of the Inspectors and Sub-Inspectors and their districts, see list in a later part of this volume.

Art. 6. *Managers of Board Schools.* A School Board may, if they think fit, from time to time, delegate any of their powers, derived from the Education Acts, to a body of Managers appointed by them, and may in particular, with or without any conditions or restrictions, delegate the control and management of any school provided by them. Such body of Managers must consist of not less than three persons. The power of raising money cannot, however, be delegated by the Board under any circumstances. (33 & 34 Vict. c. 75 s. 15.)

Art. 7. (*Clause of the Act named.*) "The School Board may, if they think fit, from time to time delegate any of their powers under this Act, except the power of raising money, and in particular may delegate the control and management of any school provided by them, with or without any conditions or restrictions, to a body of Managers appointed by them, consisting of not less than three persons.

"The School Board may from time to time remove all or any of such Managers, and, within the limits allowed by this section, add to or diminish the number of or otherwise alter the constitutional powers of any body of Managers formed by it under this section.

"Any Manager appointed under this section may resign on giving written notice to the Board. The Rules contained in the Third Schedule to this Act respecting the proceedings of bodies of Managers appointed by a School Board shall be observed." (33 & 34 Vict. c. 75, sec. 15.)

The Third Schedule here referred to contains the following:—

Proceedings of Managers appointed by a School Board. "The Managers may elect a chairman of their meetings. If no such chairman is elected, or if the chairman elected is not present at the time appointed for holding the same, the members shall choose one of their number to be chairman of such meeting. The Managers may meet and adjourn as they think proper. The quorum of the Managers shall consist of such number of members as may be prescribed by the School

but may delegate the management of any such school to other persons in the manner provided by the Elementary Education Act, 1870, sec. 15.

Duties of Managers. **8.** The Managers are held responsible by the Department for the conduct of their schools, for their maintenance in efficiency, and for the provision of all needful furniture, books, and apparatus, and in particular of—

(*a*) suitable registers;

(*b*) a portfolio to contain official letters;

(*c*) a diary or log-book;

Board that appointed them, or if no number be prescribed, of three members. Every question at a meeting shall be determined by a majority of votes of the members present and voting on that question; and in the case of an equal division of votes the chairman shall have a second or casting vote.

"The proceedings of the Managers shall not be invalidated by any vacancy or vacancies in their number."

Art. 8. When visiting a school it is the duty of the Inspector to examine the log book, the punishment book portfolio, registers, cash book and vouchers, pupil teachers' memoranda of agreement and the text books, note books, and exercise books used by the pupil teachers. (Inst. to Inspectors, par. 5 (a).)

Art. 8. *Punishment Book.* In addition to the books named in this article, a separate book must be kept in which every case of corporal punishment inflicted should be entered. (Inst. to Inspectors Appendix II. (32).)

Art. 8. LATE ATTORNEY-GENERAL ON THE LAW AS TO SUPPLY OF SCHOOL BOOKS. "I have made inquiries with reference to the question of school books referred to in your letter of February 22nd, 1894, and the following appear to be correct statements—A school cannot be considered efficient so as to earn a grant as a free school unless the scholars are supplied with books, and the Education Department require that the School Board shall see that they are so supplied. It is immaterial to the Department by whom the books are supplied, but when a School Board has agreed that a school shall be free they cannot legally exact payment for books from scholars attending the school, and at the same time require payment of the fee grant. If the children are not voluntarily supplied with books by their parents, the School Board, to make the school efficient and entitled to the grant, must supply them so far as they are essential to efficiency. But they cannot be required to do more than give the use of the books as distinguished from the ownership. In other words, they can only lend books, and not give them. Copybooks are essential to the efficiency of the school, and these the Board are entitled and bound to supply Other books may be purchased out of the funds in the hands of the School Board, but kept as the property of the Board. I believe that the above statements are in accordance with the opinion of the Education Department on the subject, and may be considered correct."

Art. 8 (a). After continuous absence of four weeks a child's name may be removed from the register if no information can be obtained as to his whereabouts. (Section 8, Appendix II., to Instructions.) But the managers are required to make due inquiry and satisfy themselves that such information is not obtainable. (Official letter to School Board for London, March, 1897.)

Art. 8 (a). For instructions as to Registers and Registration see Appendix II. to the Instructions to Inspectors.

Art. 8 (b). The portfolio must be of not less than foolscap size, and should be used, in systematic and orderly fashion, *to preserve all official documents connected with the school.* It should contain:—(*a*) Letters from the Department. (*b*) Copies of replies to such letters, or a numbered reference to the replies in a Board's letter books. (*c*) Agreements with teachers. (*d*) Agreements with pupil teachers. (*e*) H.M. Inspector's Annual Reports on the school. (*f*) Any other official papers relating to the school.

The portfolio should be indexed, and the documents therein endorsed with consecutive number corresponding with the Index. The *documents should be arranged in order of these numbers,* and *according to dates.* One portfolio will suffice for all the departments of a school.

The Clerks of the larger School Boards usually retain the custody of the portfolio, in other cases it is, by agreement with the Managers, kept in the custody of the principal teacher at the school. In all cases the greatest care must be shown in the preservation of the portfolio and its contents.

Art. 8 (c). According to the *Instructions*, Appendix II. 12., all entries in the log-book are to be made by the head teacher, with the following exceptions only:—(1) The corresponding Manager when writing a copy of the Annual Report; (2) Managers when entering a note of the checking of registers; and (3) the Inspector when entering a record of his visits and observations. For general instructions as to entries in the log-book see Appendix II. to the Instructions to Inspectors.

Art. 8 (c). The Education Department have informed the Southampton School Board that "an individual member of a Board has no right to enter a school without the specific authority of the School Board, with whom also it rests to determine by whom, and at what time, the log-book and the school registers may be inspected."

Art. 8 (c). Entries made in a log-book should not be erased, but may be cancelled or altered by a subsequent entry.

(*d*) a cash book;
(*e*) the Code and Revised Instructions for each year;
(*f*) a book for recording minutes of Managers' meetings.

The log-book must be stoutly bound and contain not less than 300 ruled pages. It must be kept by the principal teacher, who is required to enter in it from time to time such events as the introduction of new books, apparatus, or courses of instruction, any plan of lessons approved by the Inspector, the visits of managers, absence, illness, or failure of duty on the part of any of the school staff, or any special circumstances affecting the school, that may, for the sake of future reference or for any other reason, deserve to be recorded.

No reflections or opinions of a general character are to be entered in the log-book.

Correspondent to be appointed. **9.** (*a*) The managers are required to appoint a Correspondent with the Department, who must not be any paid teacher in the school.

Notice should at once be given to the Department of any change of Correspondent occurring during the school year. The notice should be signed by the outgoing Correspondent or by the Chairman of the Managers.

(*b*) A School Board is required to appoint a Treasurer.

Notice should at once be given to the Department by the Clerk of any change of Treasurer.

"Local Authority." **10.** The term "Local Authority" means the School Board or School Attendance Committee, as the case may be (Elementary Education Act, 1876, secs. 7 and 33).

Art. 8 (d). The Department in the Instructions have included a Form of Cash account from which there must be no variation in schools not provided by School Boards, and have placed among the conditions of the grant the requirement that the Department must be satisfied that the accounts of income and expenditure are accurately kept by the managers and duly audited. Instructions concerning Accounts are to be found in par. 33—45 of the Instructions, App. II. The Department also specify that the entries for salaries of teachers must include only the sums paid to them for teaching and keeping the school, and must not include any payment made to teachers in discharging other duties, which must be paid for out of another fund. The Department further specify that there should be a treasurer and an auditor properly elected by the managers or subscribers, who should not be members of the staff of the school, and by preference should be unconnected with the school. It is the duty of the treasurer to keep the Cash Book.

Art. 8 (d). The accounts of every school not provided by a School Board shall be annually audited in accordance with the provision of Art. 85 (d) of this Code.

Art. 8 (d). In the case of School Boards, accounts are audited by the District Auditor.

Art. 8 (e). A copy of the Code and a copy of the Instructions to Inspectors *for each year* must be provided by the Managers *for each school or department.* It is also a legal expenditure on behalf of the school to provide each member of a Board or school Manager with a copy of each. It has been officially stated that an annotated edition (such as this) meets this requirement.

The Code is "laid on the table" of the Houses of Parliament within one calendar month of the date of the meeting of Parliament (Art. 132). The "Instructions to Inspectors" are issued about the same date; but neither becomes legal until at least one calendar month after the date of presentation to Parliament (Art. 131).

The purchase of the Code and "Instructions," as one of the records of the school, should take place, as a rule, in April.

It should be noted that *ignorance of any article in the Code or any point in the Instructions to Inspectors cannot be successfully pleaded by a teacher or Manager as a reason for the omission or neglect of any portion of the duties indicated therein.* The importance of thoroughly understanding the Code and the Instructions, and having every part of them at one's fingers ends, can hardly be overrated, therefore; and it is hoped that the present edition will afford special conveniences for the purpose.

Art. 8 (f). It will now be necessary for all Committees of Managers to observe the usual procedure of organised deliberative bodies, so far as the adoption of resolutions and the record of them are concerned. The Inspector will have the power to call for the Minute Book, and to verify therein the entries corresponding to the notification of decisions already communicated to the Department.

Art. 9 (a). Any change in the person holding the office of Correspondent should be at once notified to the Education Department.

"The payment of a Correspondent is inadmissible expenditure under Art. 90 of the Code."—(Official Letter, January, 1894).

Art. 10. *Irregular Attendance.* In any chools where an Inspector finds the attendance is habitually bad, he should report the facts to the Department, together with a statement of the reasons which appear to him to account for the low attendance. (Inst. to Inspectors, par. 5 (n.).)

"Half-time scholar."

11. The term "half-time scholar" means a scholar certified by the local authority to be employed in conformity with the bye-laws, or, if not subject to the bye-laws, in conformity with the Elementary Education Act, 1876, or any other Act regulating the education of children employed in labour, and in either case recognised by the Department as a half-time scholar.

"Attendance."

12. "An attendance" means attendance at secular instruction—

(*a*) during one hour and a half in the case of a scholar in a school or class for infants;

(*b*) during two hours in the case of a scholar in a school or class for older children; and during one hour and twenty minutes, in the case of a half-time scholar. The attendance of a half-time scholar for less than two consecutive hours is not recognised, but such two consecutive hours are reckoned as an attendance and a half.

A separate register must be kept for half-time scholars; and the certificate of the Inspector shall be conclusive proof of the number of attendances made by half-time scholars.

(*c*) The marking of the registers for the afternoon meeting may not, without

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Art. 10. (*Clause of the Act named.*) "The provisions of this Act respecting the employment of children shall be enforced:—

(1) "In a school district within the jurisdiction of a School Board, by that board; and

(2) "In every other school district, by a committee (in this Act referred to as a school attendance committee) appointed annually, if it is a borough, by the council of the borough, and, if it is a parish, by the guardians of the Union comprising such parish.

"A school attendance committee under this section may consist of not less than six nor more than twelve members of the council or guardians appointing the committee, so, however, that in the case of a committee appointed by guardians, one-third at least shall consist of *ex officio* guardians, if there are any and sufficient *ex officio* guardians." (39 & 40 Vict. c. 79, sec. 7.)

A further duty is placed upon the Local Authority by Statute:—

"It shall be the duty of such local authority to report to the Education Department any infraction of the provisions of section 7 of 'The Elementary Education Act, 1870,' in any public elementary school within their district which may come to their knowledge, and also to forward to the Education Department any complaint which they may receive of the infraction of those provisions."

Art. 11. "You should explain to the members of School Boards that a child is bound to attend school full time, whenever it is not beneficially and necessarily employed, and that a 'bona-fide' half-timer means a child who is legally at work when not at school. If the School Board fails to observe this condition they will be considered as having failed to comply with Articles 85 and 87 of the Code, and the grant will be endangered." (Circular 1,286.)

Art. 11. For full details as to the rules affecting half-timers see special chapter on School Attendance and Child Labour.

Art. 12. The Department have stated:—"My Lords consider the question, whether the school should be opened and its registers marked, ought to be decided without reference to a possible reduction of the average attendance through a small number of the children coming to school owing to the state of the weather.

"If children reach the school so wet that sitting in the school during the usual hours is likely to be injurious, the Managers may properly send them home at once. If the children are not likely to be injured by remaining in school, they should be allowed to remain, and the registers should be marked, however small the number."

Art. 12. As a rule, teachers regularly supply to the School Attendance Authority lists of irregular scholars, but if this information is refused, access to the register must be afforded at a convenient time and place.

Art. 12. In reply to a Correspondent who asked whether the attendances of children attending an examination for scholarships could be reckoned, the Secretary to the Department wrote:—"I am directed to inform you that the attendance at the examination to which you refer cannot be reckoned as an 'attendance' under Article 12 of the Code." (*19th July*, 1897.)

Art. 12. "Adverting to your letter, I am directed to state that my Lords cannot allow tendances made by children at examinations for the purpose of obtaining a labour certificate to be reckoned for the purpose of calculating the average attendance." (*Official Letter* 4994, *February*, 1899).

Art. 12 (c). The time table should provide for an interval of not less than an hour between the morning and afternoon meetings of the school. Under special circumstances this interval may be shortened by special leave of the Department, but must not in any case be less than half an hour. (Inst. to Inspectors, par. 38.)

the special consent of the Department, commence within an hour of the close of the morning meeting.

(*d*) The class registers must be marked and finally closed before the minimum time constituting an attendance begins. If any scholar entered in the register as attending is withdrawn from school before the time constituting an attendance is complete, the entry of attendance should be at once cancelled.

(*e*) The minimum time constituting an attendance may include an interval for recreation of not more than 15 minutes in a meeting of three hours and not more than 10 minutes in a shorter meeting. A meeting of two hours or more must include an interval for recreation of not less than 10 minutes.

(*f*) In making up the minimum time constituting an attendance there may be reckoned time occupied by instruction in any of the following subjects, whether or not it is given in the school premises or by the ordinary teachers of the school, provided that special and appropriate provision approved by the Inspector is made for such instruction, and the times for giving it are entered in the approved Time-Table :—

Drawing. Manual Instruction. Science. Suitable physical exercises, *e.g.*, Swimming, Gymnastics, Swedish Drill. Military Drill, Cottage Gardening (for boys). Domestic Economy, Practical Cookery, Laundry Work, Dairy Work, Practical Housewifery (for girls). Any other subject specially recognised by the Department for the purposes of this Article.

(*g*) (i) Visits paid during the school hours under proper guidance to Museums, Art Galleries, and other places of educational value, or of national or historical interest, may be reckoned as attendances in accordance with sections (*a*) and (*b*) of this Article, provided that not more than twenty such attendances may be claimed for any one scholar in the same school year, and that the places to be visited and the arrangements for such visits are approved by the Inspector.

(ii) Attendances at a central examination conducted by managers of schools may be reckoned as attendances in accordance with sections (*a*) and (*b*) of this Article, provided that the arrangements for such examination are previously approved by the Inspector.

(*h*) In making up the minimum time constituting an attendance there may be reckoned time occupied in attending at a Training College or Central Class for pupil-teachers for the purpose of model or criticism lessons.

13. No attendance is, as a rule, recognised for any scholar under three years of age or for any scholar who has been under instruction

Art. 12 (e). "The recreation referred to in Article 12 (e) of the Code, may consist of physical exercises, subject to the restriction that they must not be in the nature of a lesson in physical exercises. Practice in previously known exercises may be considered 'recreation.'

"The recreation, under favourable circumstances, should be in the open air." (*Education Department Letter, May 30th*, 1894).

The recreation interval is compulsory, and must be shown on the time table.

Art. 12 (f). *Swimming*, if it appears as a subject on the time-table, may count as part of an attendance at school, although the swimming take place in baths elsewhere; but the time occupied in reaching or returning from baths, not connected with the school building, must not be reckoned as part of the *minimum* time constituting a school attendance.

Military Drill is still reckoned as physical exercises. "No change has been made in the Code this year affecting military drill, except the important change by which physical exercises, previously only required as a condition of the higher discipline and organisation grant, are now required, as a rule, in all schools as a condition of their getting any grant at all." (*Official Letter of Board of Education to the Earl of Meath, May*, 1900).

Domestic Economy is now a subject which may be taught at a "centre" during school hours.

"*Cricket* may be regarded as a suitable physical exercise under Art. 12 (f) of the Code, if carried on under proper supervision for instruction in the rules of the game, and in the art of preserving a good temper." (*Education Department, letter 2nd January*, 1896.)

Art. 13. *Registration of Children under Five.* For school years beginning on or after 1st September, 1900, separate registers and summaries must be kept for children under the age of 5. (Inst. to Inspectors, par. 39.)

Art. 13. Attendances made by children while under 14 years of age count both for the Government Grant and Fee-Grant, even if the children have passed in all the three Subjects of Standard VII. Attendances made by children over 14 years of age count for the Government Grant if the child has not been under instruction for more than one year in

for more than one year in the three elementary subjects in Standard VII., and is upwards of fourteen years of age, or for any scholar while habitually employed as a monitor.

"Average Attendance."

14. The "average attendance" for any period is found by dividing the total number of "attendances" made during that period by the number of times for which the school has met during such period.

Course of instruction.

15. (a) The course of instruction in infant schools and classes should, as a rule, include—

- Suitable instruction in the elementary subjects
- Simple lessons on common things
- Appropriate and varied occupations
- Needlework (or drawing for boys)
- Singing and physical exercises

See Art. 134

(b) The course of instruction in schools for older scholars is as follows:—

i. English, by which is to be understood reading, recitation, writing, composition, and grammar in so far as it bears upon the correct use of language
- Arithmetic
- Drawing, for boys
- Needlework, for girls
- Lessons, including object lessons, on geography, history, and common things
- Singing, which should as a rule be by note
- Physical exercises

To be taken as a rule in all schools.

the three Elementary Subjects of Standard VII. Attendances made when over 15 years of age do not count in the claim for Fee Grant.

Art. 13. Questions have arisen as to the admission of children between the ages of 3 and 5. The Education Department are of opinion that such children should be admitted, and any refusal to admit would be dealt with by the Department under Art. 78 of this Code.

Art. 14. *Irregular Attendance.* In any schools where an Inspector finds the attendance is habitually bad, he should report the facts to the Department, together with a statement of the reasons which appear to him to account for the low attendance. (Inst. to Inspectors, par. 6 (n.)).

Art. 15. **Important Alterations.—It will be noted that Class and Specific Subjects have been abolished. The Schedules respecting these subjects are not applicable to schools whose school year *commences* after 31st March, 1900. For such schools Specimen Schemes of Instruction may be obtained on application to the Department.**

Art. 15. *The provisions of this Article apply to schools whose school year ends on or after 31st March, 1901; the provisions of Art. 15 of the Code of 1899 apply to those schools whose school year ends before that date.*

N.B.—It is not necessary that all these subjects should be taught in every class.

One or more of them may be omitted in any school which can satisfy the Inspector and the Department that there is good reason in its case for the omission.

For the purposes of Section 1 (1) (*a*) of the Technical Instruction Act, 1889, reading, writing, and arithmetic are obligatory or standard subjects.

ii. Algebra
Euclid
Mensuration
Mechanics
Chemistry
Physics
Elementary Physics and Chemistry
Animal Physiology
Hygiene
Botany
Principles of Agriculture
Horticulture
Navigation
Latin
French
Welsh (for scholars in schools in Wales).
German
Book-keeping
Shorthand, according to some system recognised by the Department
Domestic Economy or Domestic Science

One or more of these is to be taken when the circumstances of the school, in the opinion of the Inspector, make it desirable.

Art. 15 (a). *Memorandum on Writing Issued by the Department.* It is quite evident from an examination of the papers on this subject that, except in very few instances, writing has not received the attention it ought, considering its practical value and the number of marks awarded to it.

It would seem that in some training colleges the subject is not taught at all, or, if taught, certain fixed principles have not been insisted on.

The most noticeable errors are :—

(*a*) Want of uniformity in the thickness of the straight line. (*b*) Roughness of stroke. (*c*) Letters too tall or too short. (*d*) Links and hooks too thick or too fine. (*e*) Curves wrongly formed. (*f*) Letters not properly joined.

The best writing was characterised by :—

(*a*) Accuracy in the form of letters. (*b*) The good inclination and parallelism of the whole exercise. (*c*) The careful spacing of the letters. (*d*) The fact that the dictation exercise bore out the style and character of the copy-setting.

It is felt that a marked improvement in the writing of schools would follow the more careful and systematic teaching of this subject in our training colleges, and with the hope of bringing about this improvement some of the best papers in the recent Christmas examination have been sent to the training colleges as patterns worthy of imitation.

Art. 15 (b). *History and Geography.* "As regards history and geography, you will encourage, as far as you can, such teaching as is likely to awaken the sympathies of the children. Their attention should be specially directed to the interesting stories of history, to the lives of noble characters, and to incidents which tend to create a patriotic feeling of regard for their country and its position in the world; and while they should be made acquainted with the leading historical incidents which have taken place in their own neighbourhood, and with its special geographical features, their interest should be excited in the colonial and foreign possessions of the British crown." (Circular to Inspectors, No. 153 P.)

iii. Cookery (*see* Art. 101 (*g*)).
Laundry Work (*see* Art. 101 (*h*)).
Dairy Work (*see* Art. 101 (*i*)).
Household Management (*see* Art. 101 (*m*)).
} For girls.

Cottage Gardening (*see* Art. 101 (*k*))
Manual Instruction (*see* Art. 101 (*l*))
} for boys.

Where manual instruction is taken, it is desirable that suitable occupations leading up to it should be taken in the lower classes.

16. Any subject, other than those mentioned in Article 15 may, if sanctioned by the Department, be included in the course of instruction, provided that a graduated scheme for teaching it be submitted to, and approved by, the Inspector.

The Schedules of the Evening Continuation School Code may be found useful for suggestions.

17. Instruction may be given in other secular subjects approved by the Department, and in religious subjects, but no grant is made in respect of any such instruction (*Elementary Education Act*, 1870, *sec.* 97 (1)).

CHAPTER II.

INSPECTION.

Duties of Inspectors. **18.** Inspectors are employed to visit schools to examine whether the conditions of annual grants have been fulfilled, and to report the result to the Department.

Auditors of accounts. The Department may, if they think it necessary, employ auditors of accounts to visit schools and inspect their accounts.

Art. 15 (b). *Cookery.* For the Schools of Cookery, whose certificates are recognised by the Education Department, see Schedule VIII.; and for particulars of examination for Cookery Diploma, see later part of this volume.

Art. 16. Type-writing is not recognised by the Department as a Specific Subject.

Art. 16. *The provisions of this Article apply to schools whose school year ends on or after 31st March, 1901. the provisions of Art. 16 of the Code of 1899 apply to those schools whose school year ends before that date.*

Art. 17. (*Clause of Act named.*) "The conditions required to be fulfilled by an elementary school in order to obtain an annual Parliamentary grant shall be those contained in the Minutes of the Education Department in force for the time being, and shall amongst other matters provide that after the thirty-first day of March, one thousand eight hundred and seventy-one—

"(1) Such grant shall not be made in respect of any instruction in religious subjects." (33 & 34 Vict. c. 75, sec. 97.)

Art. 18. In cases of overcrowding, of insufficient accommodation, or of neglect in supplying proper books and apparatus, a Special Report should be made. "A shifting, scattered, very poor or ignorant population, any circumstances which make regular attendance exceptionally difficult, failure of health or unforeseen changes in the teaching staff, will necessarily and rightly affect your judgment. It is needful, however, in all such cases, to have regard not only to the existence of special difficulties, but also to the degree of success with which these difficulties have been overcome." (Inst. to Inspectors, 1889.)

Art. 18. Inspectors have been instructed to bear in mind that "anything like dictation to teachers should be very carefully avoided. It is no part of an Inspector's duty either to find fault with or reprove a teacher. If he thinks it either necessary or a kindly act, to give advice or warning to a teacher, it should not be done in the hearing of the scholars or pupil teachers. But, above all, it is incumbent upon an Inspector to show by his manner in examining and dealing with the classes, and with individual scholars, that the main object of his

Application for grants. **19.** No school is placed on the list of schools in receipt of annual grants, hereinafter called "the annual grant list," until an application has been addressed to the Secretary, Education Department, Whitehall, London, S.W., and a form of preliminary statement has been filled up and sent to the Department by the managers, and until the Department are satisfied that there is a reasonable prospect of its adequate financial support.

Any school from which the entire annual grant is withheld, is at once removed from the annual grant list, and cannot be replaced on that list until a fresh application has been addressed to the Department.

School date. **20.** The Department, at the time of agreeing to place a school on the annual grant list, inform the managers in what month to look for the Inspector's annual visit. This month continues the same from year to year, unless the Department inform the managers of a change.

Notice of the day of the Inspector's annual visit is given beforehand to the managers.

Visits without notice. **21.** An Inspector may visit at any time without notice any public elementary school or place in which the scholars are receiving instruction under the Code.

School year. **22.** The school year is the year or other period for which an annual Parliamentary grant is for the time being paid or payable under this Code. The school year ends with the

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visit to a school is to elicit what the children know, and not to prove their ignorance. That object is entirely defeated if by a harsh, impatient, or indistinct manner of questioning the scholars he frightens or confuses them, or if he puzzles them with fanciful or unreasonable questions." (Circular to Inspectors, 153.)

Art. 18. *Auditors and Payment for Extraneous Tasks.* The Instructions to Inspectors (Appendix II.)—now specially provide that:—"The entries for salaries of Teachers must include only the sums paid to them for teaching and keeping the School. They must not include any payment made to teachers for discharging other duties, which must be paid for out of a separate fund."

Art. 19. The "form of preliminary statement" will be forwarded on application to "The Secretary, Board of Education, Whitehall, S.W."

Art. 20. Supposing the Inspector's visit is notified to be annually in September, the "school year" ends on the 31st of August, and all returns and accounts should be made up for the year ending on that date. In the case of a school inspected for the first time after being on the "annual grant list" (Art. 19) for a period of less than twelve months, or, in the case of a change of "school year" (Art. 20), the returns are to be made up for the period intervening.

Art. 20. *Dates of inspection.* "If representations were made in time by the Managers to the Inspector, there is no doubt that he would be willing to modify his arrangements so as to meet such local circumstances as might render any given day plainly undesirable for an inspection." (Education Department, letter to N.U.T.)

Art. 20. *Uniform Educational Year.* There is a decided trend in favour of a uniform educational year. In the Instruction to Inspectors (1897), it is said:—

"My Lords have reason to believe that a uniform educational year has been adopted in many districts with satisfactory results, and you will observe that it is proposed in the new Code to remove an objection which has been found in practice to prevent a still wider adoption of the system by abolishing, for any school year beginning after the 31st August, 1897, the individual examination in specific subjects, which (under former Codes, necessarily took place at the close of the school's financial year. A similar plan might be followed in schools, in which an annual examination is still retained; it would only be necessary to confine the examination of each scholar to those parts of a standard which had been already studied, but no scholar can be considered to have reached a standard unless he is able to pass in every part of its work."

Art. 21. An Inspector may now visit at any time without notice a "centre," under Art. 12 (*f*).

Art. 21. For Instructions to Inspector as to a "visit without notice," *see* Circular 371.

Art. 22. "There is nothing in the regulations of the Department which requires a single set of registers to be in use throughout the school year, or which, therefore, prevents Managers from arranging that the school registers should be closed, and a new set brought into use, at the end of the civil year.

"It will, of course, be, as a general rule, most convenient to managers and teachers, as well

last day of the month preceding that fixed for the Inspector's annual visit.

Managers' returns and schedules.

23. The managers are supplied with a form of annual return and examination schedules, which they are required to have ready by the day fixed for the Inspector's annual visit, when they must also produce for his inspection the registers, portfolio, log-book, and cash-book. Any of these documents may be required to be sent to him or the Department.

Summary of report.

24. The summary of any report made by the Inspector after either his annual visit or any visit made without notice, and any remarks made upon it by the Department, must, as soon as communicated to the Managers, be copied verbatim into the log-book and signed by the correspondent of the managers.

25.
26.
27. [Cancelled.]
28.
29.

Certificates of Proficiency.

30. At any visit of an Inspector to a public elementary school, the managers are required to admit to the examination, and the Inspector to examine for a certificate of proficiency, any child over twelve years of age, or, if the child is to be employed in agriculture under any bye-law made under Section 1 of the Elementary Education (School Attendance) Act, 1893, Amendment Act, 1899, over eleven years of age, whether a scholar in the school or not, if the child's parent or guardian, or the local authority, apply for the child to be examined for such a certificate; but the Inspector is at liberty to refuse to examine any child for whose examination due provision is made elsewhere, or any child who has not been instructed for at least six months in the Standard in which he is presented, or who has failed in that Standard at an examination held in the previous three months.

Certificates of proficiency are certificates of having reached any Standard prescribed by the Code. To "reach a standard" a child must be individually examined in reading, writing, and arithmetic in that or a higher Standard, and must pass in each of those subjects.

as to the Department, that sets of registers should be closed at the end of the school year; but when, as in the case of your school, owing to exceptional circumstances, the balance of convenience, at any rate to the teacher, appears to be in favour of closing the registers at the end of the civil year, I know of no sufficient reason why that course should not be adopted." (Education Department letter, 9th October, 1895.)

Art. 23. The Department have now instructed Inspectors that they will receive from time to time a formal request that the registers and accounts of all schools inspected by them within a certain period should be forwarded by them to Whitehall. In that case the Inspector will not himself examine the registers or accounts of the school, but the examination will take place at the Department, who will require the whole of the Attendance Registers for the past year, the Summary, the Admission Register, the Log Book, the Cash Book, the Receipt Book and Vouchers in the case of non-Board Schools, and in the case of Board Schools, the Registers and Log Book. (Circular 359, February 1895.)

Art. 28. Detailed directions as to the mode of keeping all school records, including the Cash Book, appear in Appendix II. to the Instructions to Inspectors.

Art. 24. The text of the report may be entered by the teacher, but it must be signed by the Correspondent. A "list of the school staff" must also be entered and signed by the Correspondent at the same time. (Art. 72 of the Code.)

Art. 30. The "Revised Regulations" as to Certificates of Proficiency appear in a later part of this volume, also the regulations affecting the holding of examinations for labour certificates.

CHAPTER III.

TEACHERS.

Classes of teachers.

31. The teachers recognised by the Department are (*a*) probationers; (*b*) pupil-teachers; (*c*) provisional assistant teachers; (*d*) assistant, teachers; (*e*) provisionally certificated teachers; (*f*) certificated teachers; (*g*) women approved by the Inspector as additional teachers.

Teachers to be lay persons.

32. Lay persons alone are recognised as teachers.

Probationers.

33. Boys or girls over 13 and under 16 years of age may be recognised as probationers, provided that they are approved by the Inspector, and provided that the managers undertake that they are employed with the intention that they shall subsequently enter into engagements as pupil-teachers in the school.

The managers are bound to see that probationers are not permitted to serve in school during more than half the time that the school is open; and that they receive suitable instruction during the term of their employment.

Certificates of health and character, and, in the case of girls, of proficiency in needlework, must be furnished for probationers proposed for recognition under this Article.

Pupil-Teachers.

34. A pupil-teacher is a boy or girl engaged by the managers of a

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Art. 31. *Women Teachers in Boys' Schools.* The Department's view is expressed in the following letter:—"With reference to the proposal to engage M.N., as an Assistant Teacher, under the superintendence of the Master, I am directed to state that my Lords are, on several grounds, not disposed to look with favour on this arrangement. They consider it very far from desirable that young women should be employed in a Boys' School with its ordinary staff, unless a more complete supervision than is ordinarily practicable or possible be exercised by the Managers. These Assistant Teachers will look forward to future employment in Girls' or Mixed Departments, and their employment in a Boys' School will have precluded them from practical training, and from giving instruction in such subjects as Needlework and Domestic Economy, which are required for their own examination, and for their future usefulness when teaching girls. These objections would not be removed, even if such Assistant Teachers are employed only to teach the younger boys, and have a classroom to themselves, although my Lords would regard their objections as in some degree mitigated in cases where these conditions are carefully adhered to." (Extract from Official Letter, 16th September, 1893.)

Art. 32. *In Evening Schools* clergymen may be employed and recognised as part of the school staff, but not in day schools.

Art. 33. *See Art. 13 of this Code,* as to the marking of the attendance of a scholar employed as a monitor.

Art. 34. The Education Department have stated that they are prepared "to sanction an arrangement by which if more than five hours' instruction are given during the week, four of these may be on the same day. But they can only consent to these if your Committee will undertake that it shall be a condition of pupil-teachers being admitted to the central classes, that if more than three hours' instruction are given on any one day, they shall have at least one half-holiday (over and above Saturday) from their school work." In paragraph 42 of the Instructions to Inspectors, the Department state their approval of "restricting the employment of the younger apprentices in teaching to half of the day," and also of "the collective system of instruction of pupil-teachers."

By the same instruction it is decided that, "In the case of pupil-teachers attending central classes on Saturdays, attendance in the afternoon as well as in the morning cannot be permitted unless the managers allow one half-holiday at least on some other day of the week. Two half holidays in the week, however, are desirable."

Art. 34. The pupil-teacher must not be engaged in teaching for more than twenty hours in any one week, nor more than five hours in any one day, Sunday being expressly excluded from the engagement.

Art. 34. A Memorandum on the Instruction and Training of pupil-teachers will be found in Appendix VII. to the Instructions to Inspectors. If the Department find that proper instruction is not given, the pupil-teacher will not be recognised as part of the school staff.

public elementary day school on condition of teaching during school hours under the superintendence of the principal teacher, and receiving suitable instruction.

Central classes. Central classes for the instruction of pupil-teachers must be open at all times to the inspection of any of H.M. Inspectors, and the Department must be satisfied with the premises and general arrangements.

The names of all teachers employed in such classes must be notified to the Department, and the time-table must be approved by the Inspector.

Pupil-teachers may receive their instruction in secondary schools, under conditions approved by the Department.

Duties of managers. The managers are bound to see that the pupil-teacher is properly instructed during the engagement, and the Department, if satisfied that this duty is neglected, may decline to recognise any pupil-teachers as members of the staff of a school under the same managers.

Engagement. **35.** Candidates, in order to be engaged as pupil-teachers, must be presented to the Inspector for approval, and must pass the examination specified in Schedule V. The certificates specified in that Schedule must also be furnished by the managers.

Candidates are examined ordinarily at the collective examination of pupil-teachers.

36. The conditions of the engagement of a pupil-teacher are set forth in detail in the form of Memorandum of Agreement given in Schedule VI. No departure from this form is allowed.

37. Pupil-teachers must, as a rule, be of the same sex as the principal teacher of the school in which they are engaged.

Where a girl is engaged as a pupil-teacher in a school under a master, and receives instruction from him out of school hours, some respectable woman approved by the managers must invariably be present during the whole time that such instruction is being given.

Girls are not, as a rule, recognised as pupil-teachers in a boys' school, nor boys in a girls' or infants' school.

38. The engagement of a pupil-teacher can only begin on the 1st of July, or on the 1st of January. One of these dates must be uniformly adopted for all pupil-teachers in the same school.

39. Pupil-teachers must be not less than 15 years of age (or, in rural schools, with the special consent of the Inspector, 14 years of age) at the beginning of their engagement.

40. For pupil-teachers admitted from the 1st July, 1900, or any later date, the length of the engagement will ordinarily be three years, but may be two, or one, provided that (*a*) the candidate passes the

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Art. 35. Candidates for pupil-teachership are required to have been vaccinated. (Mr. Acland, September, 1893.)

Art. 36. Copies of this Memorandum are supplied by the Education Department to the Correspondent.

Art. 37. When an assistant mistress or sewing mistress is engaged, arrangements may be made for her to be present during the instruction of girl pupil-teachers by a master; but, of course, this added duty should be recognised by an addition to the salary.

Art. 40. "You should especially warn teachers of the serious effects upon the health of the female pupil-teachers—girls of fourteen to eighteen years of age—of being kept standing all day at work in their schools." (Circular to Inspectors, 153.)

examination prescribed by Schedule V. for the first or second year, and (*b*) the end of the reduced term of service falls beyond the completion of the candidate's 18th year.

Candidates may be admitted for an engagement of one or more years, provided that (*a*) they have passed either the Oxford Local Examination for Junior Students, the Cambridge Local Examination for Junior Students, the Junior Certificate Examination of the Central Welsh Board, the Second Class Certificate Examination of the College of Preceptors, or any other examination approved by the Department, not more than two years previously, and (*b*) the end of the engagement falls beyond the completion of the candidate's 18th year.

Certificates and examinations.

41. (*a*) Pupil-teachers are required in each year of their engagement to pass the examination prescribed in Schedule V., and the certificates specified in that Schedule must also be produced by the managers.

(*b*) A pupil-teacher will no longer be recognised by the Department if in two consecutive years either he fails, unless from illness or other sufficient cause, to pass the examination required, or the required certificates are not produced.

(*c*) Pupil-teachers may in any case continue to be recognised until the end of the month in which the decision of the Department as to their certificates and the result of their examination is announced to the managers.

(*d*) The collective examinations of pupil-teachers are held in Spring and Autumn.

In 1900 the Spring examination will be on 7th April and the Autumn examination on 13th October.

(*e*) The Inspector informs the managers of the time and place at which the collective examination of their pupil-teachers will be held.

Notice should, in accordance with Article 46, be given to the Department of the names of pupil-teachers who will attend the Queen's Scholarship Examination.

(*f*) The final examination of pupil-teachers will be the Queen's Scholarship Examination next preceding the termination of their engagements or next after passing the examination fixed for the second year. The Queen's Scholarship Examination may be deferred for a year, but not unless the engagement is extended under paragraph 4 of the memorandum of agreement.

(*g*) When a pupil-teacher of the first or second year is reported by the Inspector to have failed, the papers will be further revised in the Department before the result is communicated to the managers.

Engagement for four years.

41*. Candidates may be admitted for an engagement of four years, if the Inspector specially consents (Article 39) to their admission under 15 years of age. In such cases the candidates will be required before admission to pass an examination in the three elementary subjects up to and

Art. 41 (f). The Department's consent to the extension of the engagement of a pupil-teacher under paragraph 4 of the Memorandum of Agreement is given by letter addressed to the School Board or school managers of the school in question. (*Education Department letter*, 11th June, 1895.)

including Standard VII., and in the elements of Grammar, Geography, and History. In the first, second, and third years of their engagement they will be required to pass the examination prescribed by Schedule V. for candidates, first year and second year respectively.

Certificates of health and character, and in the case of girls, of proficiency in needlework, must be furnished for candidates proposed for admission as pupil teachers under this Article.

Number of pupil-teachers.

42. The number of pupil-teachers recognised by the Department must not exceed three for the principal teacher, and one for each certificated assistant teacher.

For the purposes of this Article a probationer is reckoned as equivalent to a pupil-teacher.

Pupil-teachers, whose engagements have been extended under paragraph 4 (2) of their Memorandum of Agreement, will not be reckoned as pupil-teachers for the purposes of this Article.

43. The Department are not a party to the engagement, and only ascertain whether the prescribed certificates are produced and the prescribed examination is passed.

Reference to the Department.

44. Whatever other questions arise upon the engagement may be referred to the Department (provided that all the parties agree in writing to be bound by the decision of the Department as final), but, otherwise, must be settled as in any other hiring or contract.

Ex-pupil teachers.

45. At the termination of their engagements pupil-teachers are free to choose their employment. If they wish to continue in the profession of elementary school teachers, they may, under the conditions stated in the following Articles, become—

(*a*) Students in Training Colleges.
(*b*) Assistant teachers.
(*c*) Provisionally certificated teachers.

Examination for Admission to Training Colleges.

Queen's Scholarship Examination.

46. The examination of candidates for admission into Training Colleges, called "the Queen's Scholarship Examination," is held at each College, and at such other centres as are necessary. The examination in 1900 will be held on the 11th December and following days.

The names of all candidates must be notified to the Department before the 1st of October.

Art. 44. In this Article the Department offer their services as arbitrators in any dispute which may arise between the parties to the engagement—the Managers, the surety, and the pupil-teacher—provided all parties agree to be finally bound by the decision of the Department. If no such agreement can be concluded, the dispute must be settled by a Court of Law, usually a County Court.

Art. 45. The engagement of a pupil-teacher may be terminated:—(1) by lapse of the period for which engaged; (2) after a notice-period of six months by one party to the other; (3) by payment of £6 in lieu of notice; and (4) without notice if the pupil-teacher be guilty of idleness, disobedience, or immoral conduct of a gross kind respectively.

Arts. 46. Information as to the centres of examination appointed for the year may be obtained on application by letter to the Secretary, Board of Education, Whitehall, London, S.W., and full information as to the subjects of the Examination appears in the Syllabus at the end of this volume.

It will be necessary to enforce this rule strictly.

Arrangements will be made for the special examination in the summer of 1900 of Blind candidates proposing to enter a recognised Training College for the Blind in the autumn of 1900.

Subjects. **47.** The examination extends to all the subjects in which pupil-teachers during their engagement are required to be instructed as specified in Schedule V.

A syllabus may be had on application to the Secretary, Education Department, Whitehall, S.W.

Candidates. **48.** (*a*) Candidates attending the examination must be either pupil-teachers entering for their final examination under Article 41 (*f*), or not being pupil-teachers, persons over eighteen years of age on the 1st of September next following the date of the examination.

Persons who have not been pupil-teachers will be required to produce a satisfactory medical certificate, in a form approved by the Department, previous to their admission to the Queen's Scholarship Examination.

(*b*) Candidates attending the examination at any Training College are selected and admitted to the examination by the authorities of each College, provided that such candidates have previously obtained permission from the Department to attend the examination.

(*c*) All pupil-teachers entering for their final examination will be required to attend at centres of which the managers of their schools will be informed by the Department, unless they are examined at Colleges pursuant to Article 48 (*b*).

The notice required by Article 46 must be given in all cases.

(*d*) Candidates who twice fail to pass the Queen's Scholarship Examination, or the corresponding examination in Scotland, may not be again examined.

Class list. **49.** The Candidates who pass the examination are arranged in three classes in order of merit.

Provisional Assistant Teachers.

49*. Persons who have completed an engagement as pupil teachers, but have failed at the Queen's Scholarship Examination during their engagement, may, on the special recommendation of the Inspector be recognised as provisional assistant teachers during the two years immediately succeeding the last examination taken by them during their engagement, and, after obtaining a satisfactory report from the Inspector, may attend the Queen's Scholarship Examination once again at any time during those two years, notwithstanding the provisions of Article 48 (*d*).

Art. 49. This Official Class List is annually published by Messrs. Eyre & Spottiswoode, East Harding Street, London, E.C., together with the questions set at the previous examinations, in pamphlet form, price 6d.

***Art. 49**.** This Article appears for the first time in this (1900) Code.

Arts. 49*, 50 and 51. The term "Assistant Teacher" in official language means only those persons recognised as forming part of the School Staff under these Articles, and does not include any teacher who is certificated, nor does it include "women over 18" who are recognised under the terms of Art. 68 of the Code. These latter are officially termed "Additional Teachers," and the former "Certificated Teachers."

Assistant Teachers.

50. Persons who have passed the Queen's Scholarship Examination and persons who were qualified under previous Codes as assistant teachers may be recognised as assistant teachers.

The examinations in Articles 50 and 52 will be held to include the corresponding examinations of the Scotch Education Department.

The recognition of assistant teachers under Articles 50 and 51 will date from the first day of the month succeeding the close of the examination by which they are qualified.

Persons who have passed the special Queen's Scholarship Examination for Blind Candidates (Art. 46) are not thereby qualified for recognition as Teachers under this Article.

51. (*a.*) Graduates, or persons qualified by examination to become Graduates, in Arts or Science of any University in the British Empire recognised by the Department for the purposes of this Article may be recognised as assistant teachers.

(*b.*) Persons over eighteen years of age, who have passed University and other examinations recognised by the Department (*see* Schedule VIII.) may be recognised as assistant teachers.

(*c.*) Teachers certificated in the second class by the Irish Commissioners of National Education, and teachers so certificated in the first class who have not been trained in a Training College, may, subject to a satisfactory report from the Commissioners, be recognised as assistant teachers for two years.

Teachers proposed for a first engagement under paragraphs (*a*) and (*b*) of this Article must produce a satisfactory medical certificate in a form approved by the Department.

Provisionally Certificated Teachers.

Conditions of Recognition.

52. Pupil-teachers who after the satisfactory completion of their engagement, and women, who after two years' service in Public Elementary Schools as recognised additional teachers (Art. 68) have obtained a place in the First Class in the Queen's Scholarship Examination, may, if specially recommended by the Inspector on the ground of their practical skill as teachers, be recognised as "provisionally certificated teachers" (*see* Art. 82 (*a*)).

Persons who passed the first year's examination for certificates (Art. 57 (i.)) in June 1891 or subsequently are recognised as provisionally certificated teachers.

Persons who have served for not less than twelve months as assistant teachers under Art. 51 in Public Elementary Schools may also be recognised as "provisionally certificated teachers" if specially recommended by the Inspector on the ground of their practical skill as teachers.

Persons who were under previous Codes qualified as provisionally certificated teachers may be recognised as provisionally certificated teachers.

53. No certificate is issued to provisionally certificated teachers.

Arts. 52-54. (*Provisionally Certificated Teachers.*) This Article should be read with 82 (a). It is designed to meet the pecuniary needs of the Managers of small rural schools having an average attendance of not more than fifty scholars.

Lapse of Recognition.

54. Provisionally certificated teachers cease to be recognised as such after the end of the school year in which they complete the twenty-sixth year of their age, or if the schools or classes of which they are in charge are twice reported to be inefficient (Art. 86).

Certificated Teachers.

55. Candidates for certificates must, except in the cases otherwise provided for in this Code, be examined twice and undergo probation by actual service in school.

Examination.

56. The examination will be held on the 2nd—6th July, 1900, at each Residential Training College, and at such other times and places as may be necessary.

Syllabus of examination.

The subjects of examination are different for men and women and for first, second, and third years. A syllabus may be had on application to the Secretary, Education Department, Whitehall, S.W.

The examination for certificates held by the Scotch Education Department is accepted as equivalent to the corresponding English examination.

Arrangements will be made for the special examination of Blind Candidates for Teachers' Certificates. These Certificates will be recognised only in schools for the blind.

Candidates for examination.

57. (i.) The first year's examination is open to—

(*a*) Students who have for at least one year *either* been resident students, *or* been enrolled and received continuous training as day students, in a Training College;

(*b*) Teachers who [being upwards of nineteen years of age] have been employed, *either* for not less than two years (1) as provisionally certificated teachers, or (2) as teachers under Article 82, exception (*b*); or (3) as teachers in schools certified under the provisions of the Elementary Education (Blind and Deaf Children) Act, 1893;

or, for at least one year as assistant teachers under Article 50 or 51—(1) in inspected schools under certificated teachers, or (2) in central classes for the instruction of pupil-teachers under qualified teachers approved by the Department for the purposes of paragraph 5 of the Memorandum of Agreement, or (3) in schools certified under the provisions of the Elementary Education (Blind and Deaf Children) Act, 1893; and have in either of

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Art. 55. The length of the period of actual service is governed by Art. 63 of this Code. A certificated teacher serving his probationary period is considered by the Department as sufficient for an average of 60 scholars. (Art. 73, Code.)

Art. 56. Information as to the centres of examination appointed for the year may be obtained on application by letter to the Secretary, Board of Education, Whitehall, London, S.W. The syllabus of the subjects of examination will be found near the end of this volume.

Art. 57. Lists are published by the Department showing the successful candidates in each year's examination; but the Department "decline all general responsibility for affording information how individual candidates have acquitted themselves in particular subjects," and "withhold all information beyond the fact of each candidate's success or failure."

Art. 57 (i.) (a). A residence of nine months in a Training College is recognised by the Education Department as equivalent to the residence for "one year" required by this Article. This period of nine months may include the ordinary vacations. Should the period of residence, from any cause, not extend to nine months, the Department do not recognise such residence as equivalent to residence for "one year," unless under very exceptional circumstances. (Official Letters 17592 and 17904, 1892.)

such situations obtained a favourable report from an Inspector on their skill in teaching, reading, and recitation.

(ii.) The second year's examination is open to—

(*a*) Students who have passed the first year's examination, or have been excused such examination on account of illness or other cause accepted as satisfactory by the Department, and have subsequently completed a second year of training as specified in Article 57 (i.) (*a*);

(*b*) Teachers who have passed the first year's examination not less than a year previously, and have subsequently to such examination, while in situations as provisionally certificated teachers or as teachers under Article 82, exception (*b*), or as assistant teachers under Article 50 or 51—(1) in inspected schools under certificated teachers, or (2) in central classes as specified in Article 57 (i.) (*b*), or (3) in schools certified under the provisions of the Elementary Education (Blind and Deaf Children) Act, 1893, obtained a second favourable report from an Inspector on their skill in teaching, reading, and recitation;

(*c*) Students who have completed a year of training under Article 115 (*b*);

(*d*) Graduates, or persons qualified by examination to become Graduates, in Arts or Science of any University in the British Empire recognised by the Department for the purposes of this Article, who have satisfied the conditions of Article 57 (i.) (*a*) or (*b*);

(*e*) Certificated teachers who have not passed the second year's examination, *i.e.*, those who obtained certificates by passing the first year's examination before 1891;

(*f*) Teachers certificated in the second class by the Irish Commissioners of National Education, and teachers so certificated in the first class who have not been trained in a Training College, who have in each case satisfied the conditions of Article 57 (i.) (*b*).

(iii.) The third year's examination is open to—

(*a*) Students who have completed a year's training under Article 115 (*c*);

(*b*) Students who have completed an additional year's training under Article 120.

Application for either of the reports mentioned in this article is to be made to the Inspector at his annual visit next before the examination, or if the annual visit is omitted under Article 84 (*b*) not later than 1st of January previous to the examination.

Art. 57 (ii.) (b). *Acting Teachers.* The Education Department annually issue a form to Correspondents asking for the names of teachers who desire to sit for either first or second year certificate for the purpose of obtaining information, which will enable the Inspectors to make arrangements for examining candidates in teaching, reading, and recitation.

Art. 57 (ii.). A teacher who has passed the second year's certificate examination according to the English Code will be recognised for service in Scotland under Art. 52 of the Scotch Code. (Official Letter of Scotch Education Department, 12th February, 1894.)

58. Candidates who at the time of the examination are not teachers in schools under inspection must be recommended by the authorities of their College, or by the managers of the school in which they last served.

Notification of names.

59. The names of all candidates, for the examination in 1900, not being students in any Training College, must be notified to the Department before the 1st of May.

N.B.—It will be necessary to enforce this Article strictly.

Recognition as certificated teachers.

60. A teacher certificated after 1st April, 1899, will not be recognised as a certificated teacher until the Department are satisfied in the manner prescribed by the Elementary School Teachers' Superannuation Rules, 1899, of his age and physical capacity.

(*a*) Teachers who have passed the second or third year's examination may be recognised as certificated teachers from the first day of the month succeeding the close of the examination.

Teachers who on or before the 1st January, 1891, would have been entitled under previous Codes to recognition as certificated teachers will continue to be similarly recognised.

(*b*) Graduates, or persons who are qualified by examination to become Graduates, in Arts or Science of any University in the British Empire recognised by the Department for the purposes of this Article, may be recognised as certificated teachers provided that they hold a certificate of proficiency in the Theory and Practice of Teaching issued by a University or Collegiate body and recognised by the Department for the purposes of this Article (*see* Schedule VIII.).

(*c*) Teachers certificated in the first class by the Irish Commissioners of National Education who have been trained in a Training College may,

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Art. 60. *Evidence of Age and Physical Capacity.*—"For the purpose of satisfying the Education Department of his physical capacity, a person applying after the commencement of the Act to be recognised by that Department as a certificated teacher must be examined by a medical officer nominated for the time being by the Department.

"Lists of the medical officers so nominated for the time being can be obtained on application to the Education Department.

"The examination must take place (*a*) in the case of a person who applies to be examined for a certificate, not earlier than the 1st day of April and not later than the 1st day of June in the year in which the second year's certificate examination is to take place; (*b*) in the case of a person who applies to be recognised as a certificated teacher without examination, within the time fixed by the Department when the application for recognition is received.

"A person applying after the commencement of the Act to be recognised by the Education Department as a certificated teacher must produce to the Department evidence of his age, by means of the certificate of a Registrar of Births and Deaths, or, failing such a certificate, by some other means sufficient in the opinion of the Department.

"The evidence must be produced (*a*) in the case of a person who applies to be examined for a certificate, at the time of the application to attend the second year's certificate examination, and (*b*) in the case of a person who applies to be recognised as a certificated teacher without examination, at the time of the application for recognition."

(Rules 6 and 7, Elementary School Teachers' Superannuation Act.)

Art. 60. "The friendly interest of the Managers is particularly needed in the case of young teachers of both sexes in large towns, who, being often strangers to the place, and living alone in lodgings without friends or relations, should be the object of their special care. You will therefore inquire from time to time whether the Managers take a personal interest in the conduct, comfort, and well-being of these young persons; as my Lords consider this matter to be of great importance not only to the teachers themselves, but to the children who are entrusted to their care." (Circular to Inspectors, No. 153.)

Art. 60 (*c*). The *course in drawing* satisfactory to the Department is not yet defined, but there is no reason to suppose that the Elementary Drawing Certificate will not continue to be recognised for the purpose. It will be noted that the date is extended to "1901."

subject to a satisfactory report from the Commissioners, be recognised as certificated teachers.

No persons who become otherwise qualified after 1901 will be recognised as certificated teachers unless, or until, they have passed through a course of instruction in Drawing satisfactory to the Department.

Superintendence of pupil-teachers.

61. Lists are published showing the successful candidates in each year's examination, whether students or not, and indicating in the case of all candidates of the second year, whether they are entitled to superintend pupil-teachers.

Teachers examined for a certificate before the 1st January, 1891, will be permitted to superintend pupil-teachers if they passed successfully in second year's papers.

Teachers who attended a second year's examination for a certificate after the 1st January 1891 will not be considered qualified to superintend pupil-teachers, unless they were indicated as so qualified in the list showing the result of such examination.

Teachers who are recognised under Article 60 (*b*) and (*c*) will be entitled to superintend pupil-teachers.

62. (*a*) Certificated teachers not entitled to superintend pupil-teachers may become entitled to superintend them by re-examination. Teachers who have been examined for this purpose cannot be examined again at the next succeeding examination.

(*b*) Pupil-teachers may be recognised in a school in which the principal teacher is certificated, but is not entitled by examination to superintend pupil-teachers, provided that (i.) the pupil-teachers are taught in approved central classes, and (ii.) the principal teacher is specially recommended by the Inspector on the ground of practical skill.

Art. 61. "A teacher who has been placed in Division II. in one part and in Division III. in the other, may sit for re-examination in the subjects of the part in which he has obtained Division III. only, or in the subjects of both parts, at his option." (*Official Letter, November 29th*, 1897.)

Art. 61. Teachers who have been classed in one part only may be re-examined in that part in which they have not been classed. Teachers of the second year who are classed above Division 3 in both parts, and those who are classed in Division 1 of either part, and in Division 3 of the other are entitled to superintend pupil-teachers.

Art. 61. "It is not intended to withdraw any right to superintend pupil-teachers, which teachers already possess. If any teacher who has been hitherto recognised as qualified to superintend pupil-teachers will send his certificate to this Department, it will be stamped to the effect that he is still so recognised." (Letter from Education Department to N.U.T.)

"The certificate should be enclosed with a short explanatory letter on foolscap, addressed to the Secretary, Board of Education, Whitehall, London, S.W. The stamping is only available for certificates granted on examinations held before January 1st, 1891, or granted later according to the terms of Article 62.

"Superintendence of pupil teachers" is held by the Department to include the supervision of the pupil-teachers in their teaching, and the instruction imparted to them as a condition of their engagements.

Art. 61. The Department decline to investigate into or revise the decisions of examiners for the certificate, and make no exception to this rule.

Art. 61. *Announcement of Results of Examinations.* The results are announced officially by the Education Department. Students receive the information through the authorities of their respective training colleges, and acting teachers through their Managers. Copies of the official list appear in the educational newspapers.

Art. 62. "Certificated teachers coming up for re-examination under Art. 62, are not required to obtain a fresh report under Art. 57 (ii.) (*b*) of the Code." (Education Department letter, 15406/95.)

Teachers on probation. Parchment certificate.

63. A teacher, in order to obtain a parchment certificate, must have been employed as a certificated teacher for not less than eighteen months in one and the same school, Training College, or central class for the instruction of pupil-teachers, and have obtained a favourable report from an Inspector. Teachers who have been allowed a third year of training under Article 120 may obtain their parchment certificate after one year's employment.

64. There is only one class of certificate, but a distinction is made as regards the right to superintend pupil-teachers.

The right to superintend pupil-teachers may be suspended or withdrawn if the Department, on the report of the Inspector, consider that a teacher has neglected his duty in this respect.

Reports of Managers and Inspector.

Managers' and Inspector's reports.

65. The managers are required to state in their annual return whether the conduct, character, and attention to duty of all teachers engaged in the school have been satisfactory; and the Inspector reports each year on the efficiency of all the teachers engaged in a school, and particularly on the efficient discharge of their duty towards the pupil-teachers under them.

66. Teachers holding parchment certificates have no entry made thereon, but are entitled to claim from the managers free of charge a certified copy of the Inspector's annual report after it has been entered in the log-book.

Recall or Suspension of Certificates.

67. A certificate may at any time be recalled or suspended, but not until the Department have informed the teacher of the charges against him and given him an opportunity of explanation.

Expiration of Certificate.

67*. The certificate of a teacher, who becomes certificated after 1st

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Art. 63. The Department decline to issue duplicate parchment certificates to teachers who have lost the originals, but the fact of the names of such teachers appearing on the official Register, at the Department, suffices as their professional qualification. It is none the less advisable, however, to preserve the parchment certificates with the greatest care.

Art. 63. "In Article 63 of the Code the term 'school' is interpreted by the Department to include 'a certified efficient school.' Service in a certified efficient school will accordingly enable a teacher to obtain a parchment certificate under the conditions laid down in the Article." (*Education Department letter, March 27th*, 1896.)

Art. 63. Sometimes a teacher, who has served the "eighteen months," and who has "obtained a favourable report," desires to change his school before the end of the school year. In such a case his parchment certificate will be issued by the Education Department at once, on application being made by his Managers.

Art. 64. Formerly certificated teachers were graded, but these grades are now non-existent, and officially all certificated teachers are of the same professional standing. In 1861 there were no less than 12 grades of teachers; in 1870 the number was reduced to 8; in 1881 it was further reduced to 5; and in 1890 all these grades were abolished.

Art. 65. A copy of Form upon which the annual return is to be made is reprinted in this volume. It is technically known as "Form 9" or "Form 9B," the former being used for Voluntary Schools and the latter for Board Schools.

Art. 66. The reports of Inspectors, and the remarks of the Department upon the same, are to be entered verbatim in the log book "as soon as communicated to the managers," (Art. 24).

Art. 66. My Lords consider that under this Article a teacher is entitled, at any time, after the receipt of the report to one copy of every report which has been made upon the school since he took charge. (Official Letter number 14,357 A, July, 1896.)

Art. 66. The Education Department hold "that no teacher who has obtained his parchment should be set to give a formal lesson before the Inspector, especially the Head Teacher. But it is advisable in all cases to ask the teacher to take part in the examination. He should not, however, be asked to deal with any matter not already familiar to the scholars." (Official Letter G. 94—10984 A.)

April, 1899, shall expire on his attaining the age of 65 years, or, if the Department on account of his special fitness allow his service to continue for a further limited time, then on the expiration of that limited time.

The provisions of this Article shall apply to teachers certificated before 1st April 1899 who accept the Elementary School Teachers' Superannuation Act, 1898, with the following modification, that is to say:—if the teacher has at the date of the acceptance of the said Act attained the age of 65 years or any greater age, the date of such acceptance shall be substituted for the date at which the teacher attained the age of 65 years (*Elementary School Teachers' Superannuation Act*, 1898, §§ 1 (2) (*a*) *and* 5 (2) (*b*)).

Additional Teachers.

68. In mixed and girls' schools, and in infant schools and classes, a woman over eighteen years of age approved by the Inspector, who is employed during the whole of the school hours in the general instruction of the scholars and in teaching needlework, is recognised as an additional teacher.

In boys' schools, with the special approval of the Department, a woman over eighteen years of age approved by the Inspector, who is employed during the whole of the school hours in the instruction of the lower classes, is recognised as an additional teacher.

Teachers proposed for a first engagement under this Article must produce a satisfactory medical certificate in a form approved by the Department.

69. } [Cancelled.]
70. }

School Staff.

71. The recognised teachers employed in any school form the school staff.

No paid teachers who are members or officers of School Boards or School Attendance Committees can be recognised as part of the school staff.

Any agreement entered into between managers and teachers must be in writing. The Department may refuse to recognise any teacher appointed after 1st January, 1898, who is not so engaged.

A model form of agreement is given in Schedule VI. The Department may refuse to recognise any principal teacher appointed after 1st April, 1900, who is not engaged under this form or under some other form specially approved by the Department.

N.B.—No such agreement is required in the case of teachers appointed by a

Art. 68. The Department have ruled that "Their Lordships fix no limit to the number of teachers recognised under Art. 68 of the Code who may be employed in a mixed, girls', or infants' school. Each of such teachers will be counted for an average attendance of thirty.

Art. 68. *Appointment of "Art. 68" teacher.* The Department have stated "that a teacher, for whom recognition under Art. 68 of the Code is desired, can be appointed before H.M. Inspector's approval has been given; but in the event of H.M. Inspector not approving her, she cannot count as part of the staff for the purpose of Art. 73." (Official Letter, 17651, June, 1896.)

Art. 71. Rule 7 of Schedule III., Elementary Education Act of 1870, reads thus:—"The appointment of any officer of the Board may be made by a minute of the Board, signed by the Chairman of the Board, and countersigned by the Clerk (if any) of the Board, and any appointment so made shall be as valid as if it were made under the seal of the Board." These appointments are not liable to stamp duty.

Art. 71. No paid teacher can be recognised by the Education Department as forming part of the staff of *any* school if he is a member of a School Board, or if he hold any office under a School Board in addition to that of teacher.

Art. 71. *Agreement in Writing.* The note to this article requiring an agreement in writing after 1st January, 1898, refers only to teachers engaged on and after that date. It will be noted that it refers to *all* teachers, and thus includes even the probationer. In Schedule VI. is given a Model Form of Agreement, which should be followed as closely as possible in all cases of Principal Teachers. The Managers' copy of the agreement should be placed in the school portfolio, and should be available for inspection by H.M.I.

School Board by minute under Rule 7 of Schedule III. of the Elementary Education Act, 1870.

Settlement of staff. **72.** As soon as the Inspector's annual report is received a list of the school staff, as settled by the decision of the Department, must be entered in the log-book, and signed by the correspondent of the managers. This entry will show what was the school staff at the beginning of the school year. An entry must be made of any change in the staff occurring during the school year.

Minimum school staff. **73.** In determining what is the minimum school staff required, the Department consider the principal certificated teacher to be sufficient for an average attendance of 50, each additional certificated teacher for an average attendance of 60, each assistant teacher for an average attendance of 45, each provisional assistant teacher, each additional teacher approved under Article 68, and each pupil-teacher for an average attendance of 30, and each probationer for an average attendance of 20.

In order that a school may be properly organised it should be arranged that the number of children habitually present at any one time under the instruction of any teacher or teachers should not exceed by more than 15 per cent. the number for which such teacher or teachers is or are considered to be sufficient.

In Greenwich Hospital and Marine Schools this Article will not be applied.

Vacancies during the school year. **74.** Where vacancies in the office of any teacher, other than the principal teacher, occur in the course of a school year, and are duly reported to the Department, temporary monitors, employed in place of the teachers causing the vacancies, are recognised as part of the school staff, each monitor being accepted as equivalent to a pupil-teacher, provided always that the vacancies are supplied not later than the first day of the next school year by the appointment of duly qualified teachers.

Notice of change of Staff. **75.** Notice should at once be given to the Department of any change in the school staff occurring during the school year; and the date of birth of the new teacher and the name of the school in which he or she was last employed, and of that (if any) in which he or she served as pupil-teacher should be specified.

In view of the provisions of the Elementary School Teachers'

Art. 72. All changes in the permanent staff should be notified to the Education Department by the Correspondent, and the greatest pains should be taken not to permit the staff at any time to fall below the minimum prescribed in Art. 73.

Art. 73. "Article 12 (*b*) gives the rule for calculating the average attendance of *half-time* scholars for the purposes of Article 73." (Education Department letter to N. U. T.)

Art. 73. "Their Lordships are of opinion that a child should not be refused admission on the ground that the room containing the standard in which the child should be taught was full, so long as the total number of children does not exceed the total accommodation under Art. 85*a* of the Code; and that the teacher should not place a child in a particular room if the accommodation of that room is habitually exceeded; but that will not relieve the Board from making such changes (if necessary) in the organisation of the school as will enable the child to be admitted and placed in his proper standard; and the same principle applies with regard to the school staff (Art. 73)." (Letter to L.S.B., reported 28-9-94.)

"HABITUALLY."—"So elastic a term is employed in view of the possibility of any sudden influx of numbers, which may require a short time for judicious distribution of the scholars and some reorganisation of classes. . . . . As regards the efficiency of the teaching, much will depend upon the skill, health, and energy of the teacher and upon the nature of the class, and you will judge according to the circumstances of the case."—(*Inst. to Insp.* 1896.)

Art. 73. "HABITUALLY PRESENT."—"In the House of Commons, on the 8th March, 1895, Mr. Acland stated that the meaning of the words 'habitually present' was that if the Inspector should find that during a given number of weeks there was an additional increase beyond what was ordinarily reasonable, taking the year all round, he would call attention to it."

Superannuation Act, 1898, attention to this rule is specially necessary in the case of certificated teachers.

CHAPTER IV.

ANNUAL GRANTS.

General Conditions.

Conditions of annual grant.

76. The conditions required to be fulfilled by a school in order to obtain an annual Parliamentary grant are those set forth in this Code. The Department's decision whether these conditions are fulfilled, in any case, is final and conclusive.

The terms "annual grant" and "annual Parliamentary grant" used in this Code do not include the "fee grant" payable under the Elementary Education Act, 1891, or the "aid grant" payable under the Voluntary Schools Act, 1897.

The regulations as to the time and manner of payment of fee grants are printed in Appendix A.

School a public elementary school.

77. The school must be conducted as a public elementary school.

Children not to be refused admission.

78. No child may be refused admission as a scholar on other than reasonable grounds.

Time table and in board schools fees to be approved.

79. The Time Table must be approved for the school by the Inspector on behalf of the Department, and must be open at any reasonable time, except the ordinary school hours, to the inspection of the parent of any scholar attending the school, who makes a written application to see it. In a school provided by a school

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Art. 78. Decisions as to the interpretation of the words "reasonable grounds" are dealt with fully in the special chapter on "Refusal to Admit Scholars."

As to the *exclusion of children already attending* because of their residence outside the area of the school authority, the Department "do not consider that the Board are justified in dismissing from their schools children already in attendance, on the ground that they belong to an adjoining district, though they may reasonably, if the school is crowded, give the preference on filling up vacancies to children resident in their own district."

As to *non-payment of fees*, the Department have informed a School Board (23rd July, 1894) that "the managers of any school where fees are charged can refuse to admit any scholar who does not pay the fee, provided that the fee is not an unreasonable one."

Art. 78. "My Lords do not consider it a reasonable ground for refusing admission to a child that the particular standard in which he would be placed is, for the moment, full, if there is accommodation for the child in the school." (Official Letter, 27th August, 1896.)

Art. 78. As to "migratory children," my Lords see no reason why Managers of neighbouring schools should not come to an agreement among themselves that they will not admit scholars who migrate from one school to another without having a satisfactory reason for such migration. Any complaint made by a parent under Art. 78 would be dealt with by the Department on its merits. (Communication to N. U. T., November, 1897.)

Art. 78. A certain school board required the parents of children seeking admission to one of its schools to sign an undertaking that the child should remain in attendance for one year, and be present at all necessary examinations, and in default to indemnify the Board for the loss of grant incurred by the child's absence. The Education Department stated that they could not support the Board in enforcing such an undertaking by a parent as a condition of admission to the school.

Art. 79. "The Inspector is not permitted to approve a time-table which shows that a distinction is made between the education given the children who pay fees and the education given to those who do not. It is the opinion of the Education Department that every scholar attending any department of a school should be entitled to all the educational

board, the consent of the Department must be given to the weekly fee (if any) prescribed by the board (*Elementary Education Act*, 1870, *sec.* 17).

School not to be unnecessary.

80. The school must not be unnecessary.

In a district not under a school board a school is not deemed to be unnecessary if at the date of its application for an annual grant it is recognised as a certified efficient school, and has had during the 12 months preceding such application an average attendance of not less than 30 scholars. A school will not be allowed the benefit of this provision if it is available for the same population as another school receiving a special grant under Art. 104 or Art. 105.

Not an adventure or farmed school.

81. The school must not be conducted for private profit, and must not be farmed out by the managers to the teacher. The managers must be responsible for the payment of teachers and all other expenses of the school.

Teacher certificated.

82. The principal teacher must be certificated.

Exceptions :—

(*a*) A school with an average attendance of not more than 50 scholars may receive an annual grant if the principal teacher is provisionally certificated.

(*b*) A school with an average attendance of not more than 30 scholars may receive an annual grant if the principal teacher is qualified under Article 50 or 51 and specially recommended by the Inspector on the ground of practical skill as a teacher.

(*c*) A school previously in receipt of annual grants may continue to receive them for not more than three months of the time (exclusive of the ordinary holidays) occupied by any interval or intervals in any school year, between the leaving of one and the coming of another teacher qualified under this Code to have charge of it, provided the school is kept open and the registers are duly marked during the interval.

Minimum number of meetings.

83. A school must have met not less than 400 times in a year.

Exceptions :—

(*a*) If a school claiming an annual grant for the first time has not been open for a whole year, or if a school has been closed during the year under

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advantages offered in such department." (Vice-President in the House of Commons, December 13th, 1893.)

"It is highly improper that any part of the time set apart in the time-table for secular instruction in a public elementary school should be applied to any other purpose, whether the collection of subscriptions or otherwise. It is no part of the duty of a teacher in a public elementary school to collect subscriptions from children." (Official Letter, 10th June, 1893.)

Art. 79. With reference to School Fees, Voluntary School Managers, and School Boards are under somewhat different regulations. Voluntary School Managers may fix and alter the amount of school fees if receiving no grant under the provisions of the Free Education Act. The fixing of, or any alteration of, the school fees by a School Board must be approved by the Education Department before it can become operative. (33 & 34 Vict. c. 75 sect. 17.)

Art. 81. In order to satisfy this Article :—"(1) The Managers and not the teacher must be responsible for the expenses incurred on account of repairs, cleaning, firing, and the purchase of books and apparatus. (2) The staff must be engaged and paid by the Managers. (3) All moneys received must pass through the hands of the treasurer. (4) The teacher must not receive the residue of the school income after all expenses are paid." (See note to Part V. of Schedule VI.)

Art. 83. "I am directed to state that you are correct in your interpretation of Articles 83 and 88 of the Code. The managers of a school *may* close under the advice of a duly-qualified medical practitioner, and then claim exemption from the rule requiring 400 attendances to be made in the school year, and they *must* close under notice from the Sanitary Authority on the advice of the Medical Officer of Health." (Official Letter, 12th March, 1900.)

Art. 83. "There is no reason why the infants' class should not be closed if it is thought necessary, while the school for elder children is kept open, or *vice versâ*. But it must be understood that, in forming the average attendance, the total number of times that the school has been open, whether for infants or for elder children, must be taken into account. Thus, if the whole school met 400 times, the school for elder children met by itself ten times and the class for infants by itself ten times, the division, in calculating the average attendance,

medical authority or for any unavoidable cause, a corresponding reduction is made from the number of meetings required by this Article.

(*b*) If school premises are temporarily used under section 6 of the Ballot Act, 1872, for an election, or under any other statutory power, the number of meetings which would in ordinary course have been made had the school premises not been so used may, if necessary, be counted in making up the required number of meetings of the school.

(*c*) In the cases of Greenwich Hospital and of Marine Schools this Article will not be applied.

Visit and Report of Inspector.

84. The school must have been visited and reported on by an Inspector.

(*a*) If a continued epidemic or other cause accepted as satisfactory by the Department prevents, wholly or partially, such visit and report, the grants are, as a rule, paid at the same rates as those last previously paid. For any subject in respect of which no grant was claimed in the last preceding school year, the grant shall be at a rate determined by the Department, not exceeding the highest rate allowable for that subject under this Code.

(*b*) The annual visit (Article 20) may be omitted if notice of its omission has been given by the Department with the report for the previous school year. If the annual visit is paid, one visit without notice, and, if the annual visit is omitted, two visits without notice will, as a rule, be made by the Inspector during the school year.

Conditions relating to (a) premises, staff, furniture, and apparatus.

85. The Department must be satisfied:—

(*a*) that the school premises are healthy, are properly constructed and arranged for teaching, lighted, warmed, cleaned, drained and ventilated, are supplied with suitable offices, and contain sufficient accommodation for the scholars attending the school, and that the school has a sufficient

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whether of infants or of elder children, would be 420." (Education Department letter, January 23rd, 1895.)

Art. 83. The following notification is sent to managers as occasion requires:—

"Their Lordships have had under consideration the report of H.M. Inspector on the above-named school. They observe that the school has not been open 400 times during the past school year as required by Article 83.

"I am to request that, if the school has been closed during any part of the school year in consequence of epidemic sickness, you will send up a certificate, signed by a duly qualified medical practitioner, in support of such closing, and will give the exact dates of the period during which the school was closed.

"If the school has been closed during the school year for any other unavoidable cause, a certificate to that effect, giving particulars and dates and signed on behalf of the managers, should be forwarded." (Form 164.)

Art. 83. "I am directed to inform you that if a school is closed on account of epidemic for x weeks, the number of meetings required under the Code (Art. 83) will be $\frac{46-x}{40} \times 400$. When in any school-year such closure has made it impossible to complete 400 meetings a certificate signed by a duly qualified Medical Practitioner should be filed with Form 9, showing (i) that the school was closed under medical authority; (ii.) the nature of the epidemic, and exact duration of the closure.

"I am also to point out that as the number of meetings (400) required by the Code may be made in forty weeks, there is an ample margin of time for satisfying the requirements of the Code, even when a school has been closed for some weeks." (Form 54.)

Art. 84 (b). Important Circulars (Nos. 371, 402, and 399), on Reports, Grants, and Visits under this Article, appear on a later page of this volume.

Art. 84 (b). In the case of a school inspected under this Article, the report must depend solely on the visit, or visits, paid during the school year to which the report refers (Circular 399.)

Art. 85 (a). "The offices of the school cannot be regarded as 'suitable' unless they are used exclusively by the children attending the school. In a mixed school of children above seven years of age there must be a separate set for each sex, accessible by separate approaches from the schoolroom."

staff (Art. 73), and is properly provided with furniture, books, maps, and other apparatus of elementary instruction:

N.B.—All new school premises and enlargements must conform generally to the rules contained in Schedule VII., and the plans must be approved by the Department before such new premises and enlargements are passed under this Article. The numbers for which such new premises and enlargements are passed will be settled by the Department, and will generally be calculated in accordance with the rules in Schedule VII. Subject to the conditions laid down in the body of this Article (85 (*a*)), schools already receiving annual grants will be regarded as accommodating the number of scholars for which they have been hitherto recognised by the Department, provided that in no case there shall be less than 80 cubic feet of internal space and 8 square feet of internal area for each unit of average attendance. If in the neighbourhood of any school there is a deficiency of school accommodation, which is being supplied with due despatch, the accommodation of that school may, with the consent of the Department be temporarily calculated at 80 cubic feet and 8 square feet for each unit of average attendance.

No room may be habitually used for a larger number of scholars than that for which it is passed by the Department:

(b) *Instruction in needlework, class subjects, object lessons, and drawing.*

(*b*) that as part of the ordinary course of instruction (1) the girls are taught plain Needlework and cutting out, (2) the older scholars throughout the school are taught at least one class subject (which must not be Needlework), (3) the first-class subject in Standards I., II., and III. (or in the lower group in schools taking Schemes in Schedule S.), is taught by means of object lessons, and (4) the boys in a school for older scholars are satisfactorily taught Drawing either with or without other Manual Instruction.

The conditions of Article 85 (*b*) as to Drawing will not be enforced in schools where the Inspector certifies that means for teaching Drawing cannot readily be procured.

Article 85 (*b*) is applicable only to schools whose school-year ends before 31st March, 1901.

(c) *Instruction of infants.*

(*c*) that, as far as relates to the grant to an infant school or class, the infants are taught suitably to their age, and so as not to interfere with the instruction of the older scholars in the same school:

Art. 85 (a). No compulsory charge for books is permissible in any public elementary school. It is an evasion of this provision to attempt to make any distinction between books for home lessons and books for use in school. (Vice-President in the House of Commons June 27th, 1893.)

Art. 85 (a). *N.B.*—"So elastic a term (as *habitually*) is employed in view of the possibility of any sudden influx of numbers, which may require a short time for judicious distribution of the scholars and some reorganisation of classes. As regards the insanitary overcrowding of a room, the term 'habitual' should be held to include any unnecessary delay in such reorganisation." (Inst. to Inspectors, 1897.)

(d) ***Registers, accounts, and certificates.***

(*d*) that the admission and daily attendance of the scholars are carefully registered by or under the supervision of the principal teacher, and periodically verified by the managers; that accounts of income and expenditure are accurately kept by the managers and duly audited; and that all statistical returns and certificates of character are trustworthy:

The accounts of the receipts and expenditure of every school not provided by a school board must be annually audited by a member of the Institute of Chartered Accountants, or of the Society of Accountants and Auditors, or by a Banker or Bank Manager, or, on special application to the Department, by some other person, not being a manager or treasurer of the school, whose competency is proved to the satisfaction of the Department.

In the Isle of Man the accounts of every school must be audited and certified by the auditor of the Board of Education for the Island.

(e) ***Employment of teachers.***

(*e*) that the principal teacher is not allowed to undertake duties not connected with the school which may occupy any part whatever of the school hours, or of the time appointed for the special instruction of pupil-teachers.

School must be efficient.

86. The school or infant class must be efficient. A school or class is regarded as satisfying this Article if the Inspector does not recommend the withholding of the grant under Article 98 or Article 101 (*a*). The grant will not be withheld under this Article until the following conditions have been fulfilled:—

(1) The Inspector must, in his annual report, report the school or class inefficient and state specifically the grounds of such judgment and the Department must with the report give formal warning to the managers that the grant may be withheld under this Article at the next annual inspection, if the Inspector again reports the school or class to be inefficient.

(2) The Inspector must, at his annual visit next after such report, again report the school or class inefficient, and again state specifically the grounds of such judgment.

(3) If the managers within fourteen days after the receipt of the second adverse report of the Inspector appeal against his decision, the school must be visited and such adverse report must be confirmed by a Chief Inspector.

Managers' returns.

87. All returns called for by the Department or by Parliament must be duly made.

The annual return to be made to the Department (Art. 23) contains a form of authority, to be signed by three persons (none of whom may be a paid teacher in the school), empowering one of their number, or a firm of bankers, to sign the order on Her Majesty's Paymaster-General for any annual grant made to the school. In a school provided by a school board this authority is not required, but the order must be signed by the Treasurer of the Board.

Art. 86. *The provisions of this Article apply to schools whose school year ends on or after 31st March, 1901; the provisions of Art. 86 of the Code of 1899 apply to those schools whose school year ends before that date.*

Inspector to have timely notice of all closures.

87*. Notice must be sent to the Inspector, as soon as is possible in each case, of every date upon which the school will be closed, or its ordinary work suspended, during the year. These dates should include the usual and any special holidays, and any closure on account of epidemic sickness, local elections, and such occasions as the Diocesan Inspection.

In the event of failure to give such notice a deduction not exceeding £1 may be made from the next annual grant.

This Article is not intended to limit the discretion of managers in closing a school temporarily in the event of a sudden emergency.

Compliance with order to close school.

88. The managers must at once comply with any notice of the sanitary authority of the district in which the school is situated, or any two members thereof acting on the advice of the Medical Officer of Health, requiring them for a specified time, with a view to preventing the spread of disease, or any danger to health likely to arise from the condition of the school, either to close the school or to exclude any scholars from attendance, but after complying they may appeal to the Department if they consider the notice to be unreasonable.

School accounts to be published, and report to be open to inspection.

89. Immediately on the receipt of the annual report of the Inspector, the managers must publish the last account of income and expenditure furnished to the Department by posting a copy thereof on the door of the school or in some other public place in the school district, and keeping the same so posted for not less than fourteen consecutive days, exclusive of Sundays and holidays. They must also publish in the same manner and for the same days a notice that the said account and the report will be, during the six months following the date of the notice, open to inspection at the school or some other convenient place (named in the notice) at any reasonable time except the ordinary school hours, and that copies or extracts may be

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Art. 87*. All Correspondents are supplied by the Education Department with yellow post-cards, addressed to H.M. Inspector at the offices of the Education Department. The "notice" required by this Article must be given on one of these post-cards; a copy of the post-card will be found on a later page of this volume.

Art. 88. "I am directed to state that you are correct in your interpretation of Articles 83 and 88 of the Code. The managers of a school *may* close under the advice of a duly-qualified medical practitioner, and then claim exemption from the rule requiring 400 attendances to be made in the school year, and they *must* close under notice from the Sanitary Authority on the advice of the Medical Officer of Health." (Official Letter, 12th March, 1900.)

Art. 88. A Memorandum, prepared by the Medical Department of the Local Government Board, and dealing with epidemic sickness, appears on a later page of this volume.

Art. 88. Arts. 101* and 83 should be read with this Article.

Art. 89. Posting on the door of the parish church, or on the door of the schools, is a fulfilment of the terms of this Article, which applies alike to Board and Voluntary schools.

Art. 89. (Board Schools only)—"Every ratepayer in a school district may, at reasonable times, without payment, inspect and take copies of and extracts from all books and documents belonging to or under the control of the School Board of such district.

"Any person who hinders a ratepayer from so inspecting or taking copies of or extracts from any book or documents, or demands a fee for allowing him so to do, shall be liable, on summary conviction, to a penalty not exceeding £5 for each offence." (33 & 34 Vict., c. 75, s. 87.)

A ratepayer has, however, no right to enter a school, and demand inspection of the books under the charge of the teacher. In fact, a ratepayer simply as such has no right to enter a Board School for any purpose whatever. If any application be made to a teacher for the inspection of any books under his control, he should decline to show them, and refer the applicant to the Clerk to the School Board, whose duty it is to fix a "reasonable time" when, and the place where the inspection may take place.

made, and must submit the same to inspection, and permit such copies or extracts to be made accordingly.

Application of income of school. **90.** The income of the school must be "applied only for the purpose of public elementary schools" (*Elementary Education Act*, 1876, § 20).

This is held by the Department to allow the school accounts to include expenditure on a school library, or part of the salary of an organising teacher, or of a teacher of drawing, manual instruction, drill, cookery, laundry work, or any other special subject, employed by the managers of several schools at a central class or as a peripatetic teacher; but not any outlay on the premises beyond the cost of ordinary repairs and minor improvements, or expenditure on Sunday schools or school treats, or for other purposes not recognised by the Department as educational. Any income from endowment if spent according to the terms of the trust upon other than educational objects is not held to be income of the school.

Power to refuse inspection. **91.** Before placing a school on the annual grant list the Department ascertain, so far as possible, whether the above conditions are fulfilled; and if any one of them is clearly not satisfied the Inspector is not instructed to visit the school.

Art. 90. *Teachers' contributions under Superannuation Act*, 1898.—The contributions due from teachers are deducted at the end of the school year from the grant to the schools where they are employed, and the managers are entitled to deduct from the teachers' salaries as they are paid the amount of their contributions. But the accounts will not be correctly stated unless the gross sums for grants and for salaries are entered. (Inst. to Inspectors, II., par. 45.)

Art. 90. *Prizes.*—The Department has stated that "a school that should award money prizes to the children out of the school income would be precluded from the receipt of annual grants. Fees remitted to regular attendants will not be considered money prizes." The purchase of books, &c., for prizes, however, has been allowed as a legitimate expenditure, to be included in the school accounts.

"The rule regulating the giving of prizes by School Boards for regular attendance at school may be shortly stated as follows:—Such prizes are legal only when they are given to the children whose attendance has been best, and not when they are given to all children whose attendances have reached a prescribed *minimum* number. This is also the rule of the Local Government Board, acting through the district auditors, when dealing with the accounts of School Boards. The rule as it now exists was made early in 1892. Before that date no attendance prizes whatever were allowed. No change in this matter has been made since the present Government came into office. I will gladly consider any further information on the subject, but I believe most School Boards find that the existing rule gives them all reasonable liberty."—MR. ACLAND, House of Commons, 19th April, 1895.

Expenditure which is incurred jointly by the Day and Sunday-schools for fuel and light, furniture, &c., should be divided between them in proportion to the number of hours per week which each has been open. (Form 9.)

The payment of a Correspondent (Art. 9a of the Code) is inadmissible expenditure under this Article, and may not be included in the expenses of a school rendered on Form 9. (Official letter, 30th Jan., 1894.)

Expenditure on Footballs, Skipping Ropes, and other articles required for games, where the time-table of the school provides for games as suitable physical exercises, is a legitimate application of the income of the school within the meaning of Article 90 of the Code. (Education Department Letter, April 2nd, 1895.)

Art. 90. *Instruction in Drawing and Science of Pupil-Teachers.* Payment of fees for such instruction "would probably not be objected to by the auditor, because he might consider this special instruction as part of the pupil-teachers' emoluments; but the Education Department will not allow the charge to be entered in the Form 9 as part of the recognised expenditure under Article 90."

Art. 90. *Disposal of Balance.* The balance in hand at the beginning of a school year is available as income. Such a balance becomes in fact a capital sum which is under a Trust to be used for the purposes of the school, and it is properly used for the purpose of building a school, or for the enlarging a school, or for any other school purposes within the Trust. (Minutes of Evidence before the Public Accounts Committee in 1887, page 60.)

Art. 91. Unless all the "general conditions" are complied with, inspection of any school will be withheld.

Power to warn instead of withholding grant.

92. In cases where any of the conditions of annual grants set forth in this Code (except such conditions as are specially imposed by Act of Parliament) are not fulfilled, the Department have power, after considering all the circumstances, to pay the grant or a portion of the grant, and give a warning to the managers that the grant may be withheld next year.

Commencement of Grant.

93. The annual grant to a school begins to run, as a rule, from the date at which the school is placed under a teacher qualified under this Code to have charge of it; but if application for a grant is not made within six months after such date the Department may refuse to make a grant for any time previous to the receipt of the application.

Date of Payment.

94. The annual grant becomes due at the end of the school year, and is paid as soon afterwards as may be, but an instalment of the grant may be paid when owing to a change in the month of inspection, or any other sufficient cause, the Inspector's visit is postponed for three months or more.

Where a grant is payable for a school which has been closed, the amount of such grant shall not, as a rule, exceed the amount of the net outstanding liabilities on current account of the school at the time of its closing.

SUBJECTS AND AMOUNTS OF GRANTS.

95. The annual grant is made up of the several grants, which, with their amounts, are enumerated in the following articles.

96. Except where it is specially provided otherwise, the sum mentioned is the amount of a year's grant for each unit of average attendance.

A fraction of a unit, if it reaches ·5, may be counted as an additional unit.

97. If the grant is paid for a period other than a year, the year's grant is increased or diminished by one-twelfth for each month more or less than a year.

This Article does not apply to grants under Articles 101 (*g*), (*h*), (*i*), and (*k*), and 102.

Grants to Infant Schools or Classes (see Article 134).

98. Grants are made to infant schools and classes under this and the two following Articles; and every school or class to which a grant is made under these Articles is an infant school or class.

Only one infant class will be recognised in any department.

Art. 93. This Article does not apply to any school already on the Annual Grant List.

Art. 95. In addition to the grants enumerated in Arts. 96 to 105, grants are made as under:—

(1) *Board and Voluntary Schools.*—Under the provisions of the Elementary Education Act, 1891, commonly known as the Free Education Act.

(2) *Board Schools.*—Under the provisions of the Elementary Education Act, 1897, commonly known as the Necessitous School Boards Act.

(3) *Voluntary Schools.*—Under the provisions of the Voluntary Schools Act, 1897.

Art. 98. *The provisions of this Article apply to schools whose school year ends on or after 31st March, 1901; the provisions of Art. 98 of the Code of 1899 apply to those schools whose school year ends before that date.*

Art. 98. The Department stated "The attendance of children under three years old are to be separately registered, so as to be taken into account in calculating accommodation, and also in determining the teaching staff required; but they are not taken into account in calculating the grant."

In an infant class in which the average attendance is less than 20, the attendances of the scholars of such class will be reckoned with those of the older scholars, and the grant on the whole average attendance will be made under Article 101; but it will be necessary in this case, as in that of a grant made under this Article, that the Department should be satisfied that the infants are taught suitably to their age and so as not to interfere with the instruction of the older scholars. If the Department are not satisfied of this, they may pay the grant on the average attendance of older scholars only.

A grant of 17*s.* or 16*s.* is made to infant schools and classes.

The Department shall decide which, if either, of these grants shall be paid, after considering the report and recommendation of the Inspector upon each of the following four points :—

(*a*) The suitability of the instruction to the circumstances of the children and the neighbourhood.

(*b*) The thoroughness and intelligence with which the instruction is given.

(*c*) The sufficiency and suitability of the staff.

(*d*) The discipline and organisation.

The Inspector will recommend the higher grant, unless he is unable to report favourably upon the school under these heads.

The course of instruction for infant schools and classes is given in Article 15 (*a*).

Inspection and Examination of Infant Schools or Classes.

Rules of examination.

99. The following rules are to be observed at the Inspector's annual visit :—

(*a*) All scholars whose names are on the register must, as a rule, be present at the inspection, unless there is a reasonable excuse for their absence.

(*b*) All scholars present are liable to be examined.

(*c*) Scholars over seven years of age must, as a rule, be examined in Standard I.

(*d*) No scholars may be examined in any Standard above Standard I., except with the special sanction of the Inspector on behalf of the Department. A list of such scholars, with an explanation

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Art. 98 (b) *Punishment in Infant Schools.* This Article lays down the principles on which the Inspector should assess the rate of variable grant in Infants' schools. In so assessing he should not consider any discipline satisfactory which is maintained harshly or by the aid of corporal punishment. (Inst. to Inspectors, par. 7.)

Art. 98 (d). "An arrangement according to which music is taught by note to the infants, but only by ear to the older children, is, in their Lordships' opinion, a serious fault of organisation." (Circular 259.) The singing requirements are fully set out in Appendix IV. to the Instructions to Inspectors.

Art. 99 (c). The Department, in reply to the following query, "Can a child of seven, eight, or nine years of age, and unable to say his alphabet, be placed for instruction and inspection in the infants' department of a school, seeing that such child is unable to proceed with the Standard children, and the appliances and teachers for the fundamental principles of education are to be had in infants' school only?" stated "That, under the circumstances, there was no reason why the child referred to should not be taught in the infants' school." (Official Letter to Clerk to the Hartlepool School Board, October 16th, 1884.) No rigid rule of practice, however, can be developed from the foregoing *dictum*; for, in the Instructions to Inspectors the Department say, with regard to infant schools :—"It is evident, therefore, that older boys and girls cannot be considered suitable pupils in an infant school merely on the ground of their ignorance. Though the methods of teaching are similar, such children require a somewhat stricter discipline and lessons of greater length. They do not find the songs and games of the infant school attractive, and they are not fit companions for very young scholars in the playground. Though no rigid rule as to age can be applied, especially in the cases of delicate and afflicted children, it may be safely laid down that scholars of advanced age would make more progress in knowledge and form better habits in the schools for older scholars than in an infant school." It will be well for teachers to consult H.M. Inspectors in special cases of difficulty of this kind.

of the reasons for their retention in the infant school or class, must be submitted to the Inspector.

Teachers required for the charge of Infant Classes.

100. An infant class with an average attendance of more than 50, should be in charge of a certificated teacher of its own, and an infant class with an average attendance of more than 30 should be in charge of a teacher over eighteen years of age, approved by the Inspector. No grant will, as a rule, be paid for more than the first three months (exclusive of the ordinary school holidays) of any period during which the class has been without such a teacher.

Grants to Day Schools for Older Scholars (see Article 134).

101. Grants are made to schools for older scholars under this Article, and every school to which a grant is made under this Article is a school for older scholars.

Principal grant. The grants made to schools for older scholars are as follows :—

(*a*) A Principal Grant of 22*s.* or 21*s.*

(i.) The Department shall decide which, if either, of these sums shall be paid, after considering the report and recommendation of the Inspector upon each of the following four points :—

(*a*) The suitability of the instruction to the circumstances of the children and the neighbourhood.

(*b*) The thoroughness and intelligence with which the instruction is given.

(*c*) The sufficiency and suitability of the staff.

(*d*) The discipline and organisation.

The Inspector will recommend the higher grant unless he is unable to report favourably upon the school under these heads.

The course of instruction for schools for older children is given in Article 15 (*b*).

(ii.) The instruction should be in accordance with a Syllabus which must be produced to the Inspector at his visit. The Inspector may disapprove any portion of the Syllabus which he considers unsuitable.

Specimen schemes of instruction suited to schools in various circumstances may be obtained on application to the Department.

(iii.) In reporting upon the sufficiency and suitability of the staff, the Inspector will have regard to the fitness of each teacher for the work allotted to him (or her).

(iv.) In reporting upon the discipline and organisation the Inspector will have special regard to the moral training

Art. 101 (a). *The provisions of this Article apply to schools whose school year ends on or after 31st March, 1901; the provisions of Art. 101 (a) to (f) of the Code of 1899 apply to those schools whose school year ends before that date.*

and conduct of the children, to the neatness and order of the school premises and furniture, and to the proper classification of the scholars, both for teaching and examination. But he will not interfere with any method of organisation adopted in a Training College, if it is satisfactorily carried out in the school. To meet the requirements respecting discipline, the managers and teachers will be expected to satisfy the Inspector that all reasonable care is taken, in the ordinary management of the school, to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.

(*b*)
(*c*)
(*d*)
(*e*)
(*f*) (Cancelled.)

Grant for Cookery.

(*g*) Where the Inspector reports that special and appropriate provision is made for the practical teaching of Cookery by a teacher holding a certificate from some training school of cookery recognised by the Department (*see* Schedule VIII.), a grant of 4*s.* is made on account of any girl who, while receiving instruction in the elementary subjects in Standard IV., or any higher Standard, has attended not less than 40 hours during the school year (of which not more than eight hours may be in any one week or more than four hours in any one day) at a cookery class of not more than 18 scholars, and has spent not less than 20 hours in cooking with her own hands. But in schools whose school year ends before the 31st March, 1901, this grant is not made on account of any girl who is presented for examination in more than one specific subject (Article 101 (*f*) of the Code for 1899), or who is presented in one specific subject, if a grant is also claimed on her account for Laundry Work or Dairy Work.

For any school year ending after the 31st March, 1901, it will be a condition of this grant that each girl has spent not less than 14 hours in attendance at Demonstration lessons.

The time for cookery must be entered in the time-table, and should be not less than a continuous hour and a half at any meeting. A list of dishes taught during the school year, and the record of the instruction given at each lesson must be submitted to the Inspector at the close of the school year.

Art. 101 (g). The Education Department by letter on December 7th, 1894, informed the London School Board that their Lordships would be prepared to consider the clause of Art. 101 (g), which states that "a list of dishes taught during the school-year, and the record of the instruction given at each lesson, will have to be submitted to the Inspector," as complied with in cases of schools under the Board where Cookery is taught, if the Board would send a copy of the Syllabus of Instruction in Cookery to each Inspector in the London district, and would arrange to inform the Inspector in any particular cases in which any other dishes than those specified in the Syllabus were taught.

(i.) Where the Inspector reported before the 1st of May, 1885, that special and appropriate provision was made for the practical teaching of cookery in a school by any teacher, the grant for cookery shall not be refused on the ground that such teacher does not hold a certificate from some recognised training school of cookery.

(ii.) Where the Inspector reports that there is no convenient means of obtaining a certificate, the certificate above mentioned shall not be required, but the competency of the teacher must be proved to the satisfaction of the Department.

(iii.) For the purpose of demonstration, not more than three classes of 18 scholars may be present, provided the Inspector reports that the number present may be conveniently accommodated. But for the 20 hours required for cooking with their own hands (during which time no demonstration lesson can be given), not more than 18 scholars shall be taught at the same time by one teacher.

Grant for Laundry Work.

(*h*) Where the Inspector reports that special and appropriate provision has been made for the practical teaching of Laundry Work by a teacher holding a certificate recognised by the Department (*see* Schedule VIII.), or otherwise recognised by the Department as qualified to teach that subject, a grant of 2*s.* is made on account of any girl who, while receiving instruction in the elementary subjects in Standard IV. or any higher Standard, has attended not less than 20 hours during the school year (of which not more than eight hours may be in any one week or four hours in any one day) at a laundry class of not more than 14 scholars, and has spent not less than 10 hours in working with her own hands. But in schools whose school year ends before the 31st March, 1901, this grant is not made on account of any girl who is presented for examination in more than one specific subject, or who is presented in one specific subject, if a grant is also claimed on her account for Cookery or Dairy Work.

The time for Laundry Work must be entered in the Time-Table. A record of the instruction and work done must be submitted to the Inspector.

Not more than 42 scholars are permitted to be present at a demonstration class.

Grant for Dairy Work.

(*i*) Where the Inspector reports that special and appropriate provision has been made for the practical teaching of Dairy Work by a teacher holding a certificate recognised by the Department (*see* Schedule VIII.), or otherwise recognised by the Department as competent to teach Dairy Work, a grant of 4*s.* is made on account of any girl who, while receiving instruction in the elementary subjects in Standard IV., or any higher Standard, has attended for

not less than 20 lessons, of at least 2 hours each, a class of not more than 14 scholars. But in schools whose school year ends before the 31st March, 1901, the grant is not made on account of any girl who is presented for examination in more than one specific subject, or who is presented in one specific subject, if a grant is also claimed on her account for Cookery or Laundry Work.

The time for Dairy Work must be entered in the Time-Table, and should be not less than two continuous hours at any meeting.

Grant for Cottage Gardening.

(*k*) Where the Inspector reports that special and appropriate provision has been made for the practical teaching of Cottage Gardening by a teacher recognised by the Department as qualified to teach that subject, a grant of 2*s.* (or 4*s.*) is made on account of any boy who, while receiving instruction in the elementary subjects in Standard IV., or any higher Standard, has attended not less than 20 hours (or 40 hours) at a gardening class of not more than 14 scholars. But in schools whose school year ends before the 31st March, 1901, this grant is not made on account of any boy who is presented for examination in more than one specific subject.

The time for Cottage Gardening must be entered in the Time Table.

Grant for Manual Instruction.

(*l*) *A Grant for Manual Instruction* of 6*s.* or 7*s.* on account of any boy who has been satisfactorily taught in accordance with Schedule M.

The Department shall decide which, if either, of these sums shall be paid after considering the report of the Inspector's visit or visits.

The Inspector will not recommend the grant of 7*s.* unless the instruction is specially good.

Grant for Household Management.

(*m*) If a scheme of practical instruction for girls in Household Management, including Cookery, Laundry Work, and Practical Housewifery, is submitted to and approved by the Department, a grant at the rate of 7*s.* per 100 hours' attendance may be made for each girl who, while receiving instruction in the elementary subjects in Standard V. or any higher Standard, has attended lessons given in accordance with the scheme.

The scheme must provide for not less than 100 hours' instruction being given in each year for which the grant is claimed.

The instruction must be given in premises specially adapted for the purpose, and the Inspector must report that the instruction and arrangements are satisfactory.

Art. 101 (l). An important circular issued by the Department, March, 1898, numbered "414," and dealing with the subject of Manual Instruction, appears on a later page of this volume.

Art. 101 (m). This clause appears for the first time in this (1900) Code.

The complete course of instruction may be spread over two or more years, and in that case the grant may be claimed at the end of each year in respect of the instruction given during that year.

No grant may be claimed under Article 101 (*g*), (*h*), or (*i*), or, in schools whose school year ends before the 31st March, 1901, under Article 101 (*f*) of the Code for 1899, in respect of any girl for whom the grant for Household Management is claimed.

The time for Household Management must be entered in the Time Table.

N.B.—If the school year is less than twelve months, or if the school has been closed under medical authority, and it is shown to the satisfaction of the Department that the completion of the course of instruction in Cookery, Laundry Work, Dairy Work, or Cottage Gardening has been thereby prevented, the Department may pay a part of the grants under Article 101 (*g*), (*h*), (*i*), and (*k*) proportionate to the part of the course completed in the school year.

If it is shown to the satisfaction of the Department that the course of instruction in Cookery, Laundry Work, Dairy Work, Cottage Gardening, or Manual Instruction has on reasonable grounds been extended over parts of two school years, the grants under Article 101 (*g*), (*h*), (*i*), (*k*), and (*l*) will be paid with the grant for the second of such school years, and all attendances made during the first year will be counted for the purposes of the grants under Article 101 (*g*), (*h*), (*i*), (*k*), or (*l*).

The grants under Article 101 (*g*) to (*m*) are not calculated on the average attendance.

Special Grants to Day Schools.

Epidemic grant.

101*. Where the Department are satisfied that by reason of a notice of the Sanitary Authority under Article 88, or any provision of an Act of Parliament requiring the exclusion of certain children, or by reason of the exclusion under medical advice of children from infected houses, the average attendance has been seriously diminished, and that consequently a loss of annual grant would, but for this Article, be incurred, the Department have power to make a special grant not exceeding the amount of such loss in addition to the ordinary grant.

Pupil-teacher grants.

102. A grant according to the following scale is made in respect of each pupil-teacher admitted from the 1st January, 1900, or from any earlier date, who has passed a good or fair examination at one of the examinations of pupil-teachers, or has obtained a place in the first or second class in the Queen's Scholarship Examination.

Art. 101*. The Education Department have recently issued a Form, technically known as "Form 101*," which Managers have to fill up on making application for a special grant under this Article.

Art. 101*. In applying for this special grant, certificates for individual children are not required; the Managers have only to satisfy the Education Department that they have acted under the advice of the Sanitary Authority or a qualified medical practitioner. (Sir J. Gorst in the House of Commons, June 14th, 1898.)

Art. 102. The grant under this Article is paid only for pupil-teachers who pass the Queen's Scholarship Examination, and does not apply to ex-pupil-teachers.

See the headnote to Schedule V.	1st Year.	2nd Year.	3rd Year.	Queen's Scholarship.
For good examination -	2*l.*	2*l.*	3*l.*	5*l.* (1st class.)
For fair examination -	1*l.*	1*l.*	2*l.*	4*l.* (2nd class.)

In addition to the above, grants for drawing are paid in accordance with Schedule III. (A.).

It is recommended that the grant under this Article should be divided between the principal teacher and the pupil-teacher in such proportion as the managers think fit.

There shall be substituted for the above a grant of 40s. to be made annually for each pupil-teacher recognised on the staff of the school at the end of the school year, and admitted on or after the 1st July, 1900.

The number of grants paid for any pupil-teacher shall not exceed the number of years for which he was originally admitted.

103. [Cancelled.]

Grants to schools for small populations.

104. Where the population of the "school district" (*Elementary Education Act*, 1870, *sections* 4 *and* 40) in which any public elementary school is situate, or the population within two miles, measured according to the nearest road from the school, is less than 300, and there is no other public elementary school recognised by the Department as available for that district or that population, as the case may be, the Department may, on the recommendation of the Inspector, make a special grant, in addition to the ordinary grants, amounting, if the said population exceeds 200, to 10*l.*, and if it does not exceed 200, to 15*l.* (*Elementary Education Act*, 1876, *sec.* 19.)

105. Where the population of the "school district" (*Elementary Education Act*, 1870, *sections* 4 *and* 40) in which the school is situate, or the population within two miles, measured according to the nearest road from the school, is less than 500, and there is no other public elementary school recognised by the Department as available for that district or that population, the Department may, on the recommendation of the Inspector, make in addition to all other grants due under this Code a

Art. 104. This special grant is an addition to the ordinary annual Parliamentary grant (39 and 40 Vict. c. 79 s. 19 (3)).

The term "school district" means municipal borough, civil parish, extra municipal part of civil parish, or united school district, as the case may be.

Arts. 104 and 105. Where the conditions laid down for grants under this Article, and also under Article 105, are satisfied, these grants are uniformly paid, unless the Education Department are satisfied, on looking into the accounts, that they are not required for the continued efficient conduct of the school, or that they are being applied merely in reduction of local support. (Report of Proceedings in House of Lords, December 2nd, 1892.)

Art. 105. When a grant is claimed by reason of "the population within two miles, measured according to the nearest road, being less than 500," an Ordnance Map showing the position of the school, and of other schools (if any) available for the population, must be produced to the Inspector, together with a house-to-house census of the population within two miles by the nearest road from the school. The inmates of a workhouse, barrack, prison, convent, reformatory, district school, boarding-school, almshouse, or other public institution, may be deducted from the population of the school district, excepting in so far as the inmates or inside employés of the institution contribute towards the school population. Outside employés must in all cases be included. (Form 9.)

special grant to the amount of 10*l.* (*Education Code* (1890) *Act*, 1890, *sec.* 2). No grant will be made under this Article, unless the Inspector reports that the fees charged, if any, are suitable to the population; that the school has been provided with an efficient and sufficient staff and is well taught; and unless the Department consider that the grant is necessary for its maintenance. For the purposes of this Article the Department consider the principal teacher (Article 82) to be sufficient for an average attendance of 40 scholars, an additional certificated teacher for an average attendance of 40, an assistant teacher for an average attendance of 30, a pupil-teacher, or additional teacher (Article 68), or provisional assistant teacher, for an average attendance of 20, and a probationer for an average attendance of 10.

The grant under this Article will, as a rule, be reduced by one-twelfth for every month during which the staff has not satisfied the above requirements, subject to the provisions of Articles 74 and 82 (*c*) as to vacancies in the course of a school year.

N.B.—The grants under the last four Articles are not calculated on the average attendance.

106. [Cancelled.]

107. [Cancelled.]

Reduction of Grant.

108. The annual grant, exclusive of the Fixed Grants, may be reduced at the rate of not more than 10*s.* per annum for every unit of annual average attendance above the number for which the school staff is sufficient (Article 73).

The reduction will, as a rule, be one-twelfth of 10*s.* for every month during which the staff has been insufficient for the annual average attendance.

109. Where it is provided—in Articles 82 (*a*) and (*b*), 85 (*a*), 100, 105, 108—that the grant shall or may be withheld or reduced, if the average attendance exceeds a certain number, such withholding or reduction shall not take effect if the excess of average attendance has arisen during the period for which the grant is paid.

PART II.—TRAINING COLLEGES.

Residential and Day Training Colleges.

110. A Training College is an institution either for boarding, lodging, and instructing, or for merely instructing students who are preparing to become certificated teachers in elementary schools. The former are called Residential, the latter Day Training Colleges. A Residential College may receive day students. Training Colleges are required to include, either on their premises or within a convenient distance, a practising school in which the students may learn the practical exercise of their profession.

Training Colleges must be open at all reasonable times to the inspection of Her Majesty's Inspectors of Training Colleges.

An institution for boarding, lodging, and instructing blind students who are preparing to become teachers in schools for the blind, may be recognised as a Training College. Grants will be paid to such a College on the same conditions, so far as circumstances permit, as those laid down for an ordinary Residential Training College.

111. A Day Training College must be attached to some University or College of University rank.

112. The authorities of a Day Training College must be a local committee, who will be held responsible for the discipline and moral supervision of the students, for due care as regards their board and lodging, and for their regular attendance at professorial or other lectures.

Conditions of grant. **113.** No grant is made to a Training College unless the Department are satisfied with the premises, management, staff, curriculum, and general arrangements, and recognise it as a Training College.

Admission into Training Colleges.

Queen's Scholars. **114.** The recognised students in a Training College are called Queen's Scholars.

Qualifications for admission. **115.** The authorities of a Training College may propose to the Department for admission as Queen's Scholar—

(*a*) any candidate who has obtained a place in the first or second class at the last or last but one preceding Queen's Scholarship Examination (Articles 46 and 47);

(*b*) any certificated teacher who has not previously been trained during two years, and who wishes to enter the College for a

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Art. 110. A List of the Residential and Day Training Colleges will be found on a later page of this book.

Art. 115 (a). Third class Queen's Scholars may not be admitted to Training Colleges.

Art. 115 (b). The term "Certificated Teacher" in this Article means "one who has passed the second year's certificate examination, or had before 1891 passed the first year's examination." (Official Letter, 23rd November, 1893.) No candidate is admissible under this Article who has not been *twice* examined, except in the cases stated in the Article, unless he passed the first year's examination before 1891. The Department state that "the Article is intended for the benefit of certificated teachers of some standing, not for those who have just passed the examination for a certificate."

year's training, in the course prescribed for students of the second year;

(*c*) any Graduate, or person qualified by examination to become a Graduate, in Arts or Science of any University in the British Empire recognised by the Department for the purposes of this Article, who wishes to enter the College for a year's training;

(*d*) any candidate over 18 years of age who has passed since 1st January, 1898, one of the examinations approved by the Department for this purpose (*see* Schedule VIII.).

The Department may limit in the case of any Training College the number of candidates admitted under each paragraph of this Article.

Number of day students.

116. The number of day students to be admitted to each Training College will be fixed by the Department upon receipt of an application from the authorities of such College dated not later than the 1st of June in each year and stating the number of students that they desire to admit.

Conditions of admission.

117. Before candidates are admitted—

(*a*) The medical officer of the College must certify that the state of their health is satisfactory, and that they are free from serious bodily defect or deformity; and,

(*b*) They must sign a declaration that they intend *bonâ fide* to adopt and follow the profession of teacher in a Public Elementary School, or in a School certified under the provisions of the Elementary Education (Blind and Deaf Children) Act, 1893, or in a Central Class for Pupil Teachers, or in a Training College, or in the Army or Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial or Day Industrial Schools, or Certified Reformatories.

118. The Department may refuse to recognise in a Training College any student who has subsequently to the publication of the list of Queen's Scholars signed an engagement to enter another Training College, without the written consent of the authorities of the latter College. In other respects the authorities of each College settle their own terms of admission.

Non-fulfilment of conditions.

119. Upon proof by the authorities of any College that candidates have not fulfilled the conditions signed by them on admission into the College, the Department may refuse to grant parchment certificates to such candidates, or to recognise them as certificated teachers.

Period of training.

120. The period of training is ordinarily two years, except for students admitted under Article 115 (*b*) or (*c*). But an additional year's training may be allowed on the application of the authorities of the College proposing to admit the student to such training. The consent of the Department will only be given in the case of students of special merit, for whom special educational facilities are offered. Such additional year's training may with the like application and consent be taken, in whole or in part, at the College itself or elsewhere.

Students of special merit may on the application of the authorities of

their Training College, and with the consent of the Department, be allowed to take their second year of training, in whole or in part, in an institution for training teachers of the deaf approved by the Department for the purpose.

Students who pass successfully through two or three years of training receive special mention thereof on their certificates.

For the purposes of this Article the period from January to June, 1895, will be counted as one year.

Examination of Students in Training Colleges.

121. Students who are Queen's Scholars and are qualified to attend the examinations for certificates (Article 57 (i.) (*a*), 57 (ii.) (*a*) and (*c*), and 57 (iii.) (*a*) and (*b*)), are required to attend such examinations, unless prevented by illness or other cause approved by the Department.

*Grants to Training Colleges.**

Grants for teachers trained two years.

122. Grants are placed to the credit of each Residential College of 100*l.* for every master, and of 70*l.* for every mistress, who, having been trained in such College as a Resident Queen's Scholar, and of 20*l.* for every master and every mistress, who, having been trained in such College as a day Queen's Scholar during two years, is recognised as a certificated teacher, and—

(*a*) completes the prescribed period of probation and obtains a parchment certificate (Article 63);

or (*b*) is reported by the proper Department in each case to have completed a like period of good service as an elementary teacher in the Army or Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial or Day Industrial Schools, or Certified Reformatories.

An additional grant of half of each of the above amounts is placed to the credit of the College on account of each such master or mistress who has received an additional year's training under Article 120.

For teachers trained one year.

123. Teachers who have been trained for one year only may, if they satisfy the requirements of Article 60, obtain parchment certificates after probation, or may be reported by the proper Department, upon the same terms as others; and grants, of half the amounts specified in Article 122, may be placed to the credit of the College in which they were trained, provided they entered the College as Queen's Scholars for training in the course prescribed for students of the second year under Article 115 (*b*) or under Article 115 (*c*) of this Code or the corresponding Article of any previous Code.

124. The annual grant to each Residential College is paid out of the

* After 1900 the grants for Science and Art to Training Colleges will be paid upon the reports of the Inspectors, and not, as hitherto, upon examination results. Provisions will be inserted in the Code for 1901 for the payment of these grants.

Art. 122. A residence of nine months in a Training College is recognised by the Education Department as equivalent to the residence for "one year" required by this Article. This period of nine months may include the ordinary vacations. Should the period of residence, from any cause, not extend to nine months, the Department do not recognise such residence as equivalent to residence for "one year" unless under very exceptional circumstances. (Official Letter 17592/92 and 17904/92.)

sums standing to its credit (Articles 122, 123) at the beginning of the year, after the adjustment under Article 126 (*c*).

Exception:—

In the case of a new College, or (subject to the approval of the Department) of an extension of a College, the grants for the first five years are paid without reference to the sums standing to the credit of the College.

The annual expenditure of the College in respect of such extension must be approved by the Department and certified in such a manner as the Department may require.

Limitation of grant to Residential Colleges.

125. The annual grant to a Residential College must not exceed—

(*a*) 75 per cent. of the expenditure of the College for the year, approved by the Department and certified in such manner as the Department may require.

(*b*) 50*l.* for each man, and 35*l.* for each woman in residence as a Queen's Scholar, and 10*l.* for each day student enrolled, for continuous training as a Queen's Scholar throughout the year for which it is being paid.

In the case of third year students studying elsewhere than at the College, and in receipt of an allowance from the College approved by the Department, 75 per cent. of such allowance will be substituted for the sums of 50*l.* and 35*l.*

Instalments of grant.

126. The annual grant to each Residential College is paid as follows:—

(*a*) An instalment of 12*l.* (men), or 8*l.* (women) is paid on 1st October, 1st February, and 1st May, in respect of every Queen's Scholar in residence for continuous training throughout the year.

(*b*) Part of the instalment of the 1st of May may be suspended, if payment of the full amount then due would cause the limit under Article 124 or Article 125 (*a*) to be exceeded.

Adjustment.

(*c*) The balance is adjusted as soon as the College accounts for the year have been closed, audited, and approved by the Department.

Grants to Day Colleges.

127. (*a*) In Day Training Colleges, a grant will be made annually, through the local committee, of 25*l.*, to each man, and of 20*l.* to each woman Queen's Scholar, and a grant of 10*l.* to the committee in respect of each Queen's Scholar enrolled for continuous training throughout the year.

N.B.—Grants of corresponding amounts will be made to day Queen's Scholars who attend a Residential College, but the grant to the authorities of a Residential College in respect of such day Queen's Scholars will be made under Articles 124 and 125 and not under this Article.

(*b*) These grants will be paid to the local committee in three instalments, upon a certified list of the Queen's Scholars enrolled for continuous training throughout the year, and attending lectures at the University or College to which the Day Training College is attached, viz.:—

(i.) an instalment of 11*l.* (men), or 9*l.* (women), on the 1st October, or as soon as the certified list of the Queen's

Scholars has reached the Department, and on the 1st February;

(ii.) an instalment of 13*l.* (men), or 12*l.* (women), on the 1st May. Out of these sums the committee will pay to each Queen's Scholar on the 1st October, or as soon as the grant has been received, and the 1st February, 8*l.* (men), or 6*l.* (women), and on the 1st May, 9*l.* (men), or 8*l.* (women).

N.B.—The grants to day Queen's Scholars attending a Residential Training College will be paid through the committee under this Article.

(*c*) The local committee will be required to produce to the Department, as soon as possible after the 31st July in each year, an account of their income and expenditure in such form as may be prescribed by the Department. The accounts shall (*inter alia*) include the grants for the Queen's Scholars, and the payments by the committee to them.

Grants to practising schools.

128. Annual grants are made to the practising schools (Article 110) of Training Colleges on the same conditions as to other schools.

129. Teachers may obtain their parchment certificates by service in Training Colleges on completing a like term and obtaining like reports to those required by Article 63.

Grants for shortened year 1895.

129*. The following Table shows the amounts of the grants that, in consequence of the change of date of the Certificate Examination, will be made instead of those specified in the Code, in the case of Students in Residential Colleges:—

A. whose first or second year of training included the period from January to June, 1895.

B. whose third year (Article 120) or single year (Article 115 (*b*)) of training consisted of the same period.

—	Grant placed to credit of College (Art. 122 or 123) on account of		
	(i.) Men (Resident).	(ii.) Women (Resident).	(iii.) Day Students in Residential Colleges.
	£	£ *s.*	£
A.	75	52 10	15
B.	25	17 10	5

PART III.—PENSIONS.

130. A limited number of pensions will be granted to certificate teachers who were employed as teachers, or were recognised students in any Training College, at the date (9th May 1862) when the Minutes* relating to pensions were cancelled:

No application for a pension under this Article will be entertained unless it is made before the 1st April, 1906.

(1) An applicant for a pension must—

(*a*) Be, as a rule, a teacher employed in a public elementary school, in a school certified under the provisions of the Elementary Education (Blind and Deaf Children) Act, 1893, Training College, or Central Class for the instruction of pupil-teachers, or as an Organising Teacher, at the time when the pension is applied for.

(*b*) Have become incapable, from age or infirmity, of continuing to teach a school efficiently.

(*c*) Have, as a rule, been employed continuously since the 9th of May, 1862, as principal or assistant teacher in elementary schools, Training Colleges, or Central Classes for the instruction of pupil-teachers, or as an Organising Teacher.

(*d*) Be recommended by the Inspector and the managers of the schools served in.

(*e*) Be 60 years of age (if a man), or 55 (if a woman), unless the pension is applied for on the ground of failure of health.

(2) As a rule, pensions will be granted to those teachers only who have been, during the seven years preceding the application on their behalf, employed in schools or Colleges under inspection.

(3) Applications for a pension will be received only from the managers of the school or Training College in which the teacher is serving.

(4) These applications will be collected for decision, on their comparative merits, twice a year, about Lady Day and Michaelmas.

(5) Teachers who entered on the charge of a school before 1851 will be regarded, *cæteris paribus*, as having the first claim.

(6) The maximum number and value of pensions receivable at one time, in England and Wales, will be as follows:—

		£
947	66 pensions of £30 each	1,980
	363 pensions of £25 each	9,075
	518 pensions of £20 each	10,360
		21,415
Donations or special gratuities (*each year*)		340
		£21,755

* Minutes of 25th August and 21st December, 1846, and 6th August 1851.

Art. 130. "Certificated teachers who were pupil-teachers before August, 1851, and 9th May, 1862, are entitled to the several advantages granted to teachers under Art. 130 of the Code." (Education Department Letter, 1891.)

But this limit of the number of pensions will not affect the claims of teachers who were employed or were recognised students in any Training College before August, 1851.

(7) The pension will be paid quarterly or half-yearly (at the option of the pensioner), on certificates proving identity and good behaviour.

(8.) No person will be eligible for a pension under this Article who has accepted the Elementary School Teachers Superannuation Act, 1898.

Provided that, if a person who has accepted the Act is proved to the satisfaction of the Education Department to be unable to qualify for an allowance under the Act, he may be granted a pension under this Article not exceeding 20*l.* per annum.

(9.) No person who completed the 65th year of his age before the 1st April, 1899, will be granted a pension under this Article unless his application is made before the 1st April, 1900.

(10.) No person who was under 65 years of age on the 1st April, 1899, will be granted a pension under this Article unless his application is made within three months of his attaining the age of 65.

PART IV.—REVISION OF CODE.

131. The Department, as occasion requires, may cancel or modify Articles of the Code, or may establish new Articles, but may not take any action thereon until the same shall have lain on the Table of both Houses for at least one calendar month.

132. The Code shall be printed each year, in such a form as to show separately all Articles cancelled, modified, or established since the last edition, and shall be laid on the table of both Houses within one calendar month from the meeting of Parliament.

133. The Schedules annexed to the Code have the same effect as the Articles of the Code, and are subject to the provisions of Articles 131 and 132.

134. Articles 15, 16, 86, 98, and 101 (*a*) of the present Code will apply to schools whose school year ends on or after the 31st March, 1901; Articles 15, 16, 86, 98, and 101 (*a*) to (*f*) of the Code for 1899 (*see Appendix B*) will apply to schools whose school year ends before that date.

(Signed) DEVONSHIRE,
Lord President of the Council.

JOHN E. GORST,
Vice-President of the Committee of Council on Education.

G. W. KEKEWICH,
Secretary.

Education Department,
27th February, 1900.

SCHEDULES.

I. Standard Subjects.
II. Class Subjects.
III. (A.) Drawing.
(B.) Needlework.
M. Manual Instruction.
S. Schemes for Small Schools.
IV. Specific Subjects.
V. For Pupil Teachers.
VI. Memoranda of Agreement.
VII. Rules for Building.
VIII. Examinations and Certificates recognised for Special Purposes.

Art. 132. The Code is usually laid on the table "in dummy"—that is, a slip of paper containing the title of the document, but nothing more. In the House of Lords, on April 1st, 1895, Lord Tweedmouth (then Lord President of the Council said, "It is not now usual to lay the manuscript document on the table of the House, because it has been found that enterprising members of the Press have contrived to obtain access to the document, and have published it either in whole or part or have made use of their enterprise to get remuneration from newspapers." At the same moment that the dummy copy of the Code is laid on the table, the actual manuscript is placed in the hands of the printers.

Art. 132. A ruling of the Speaker on March 28th, 1899, will probably cause the custom of laying the Code in "dummy" to cease for the future.

SCHEDULE I.—Standards of Examination

The Schemes **A** and

	Standard I.	Standard II.	Standard III.
*Reading	To read a short passage from a book not confined to words of one syllable.	To read a short passage from an elementary reading book.*	To read a passage from a reading book.
†Writing	Copy in manuscript characters a line of print, commencing with a capital letter. Copy books (large or half-text hand) to be shown.	A passage of not more than six lines, from the same book, slowly read once, and then dictated word by word. Copy books (large and half-text hand) to be shown.	Six lines from one of the reading books of the Standard, slowly read once and then dictated. Copy books (capitals and figures, large and small hand) to be shown.
	In the Second, Third, and Fourth Standards (1) the examination in Spelling may be separated from the exercise in Writing, and an examination in word-building leading to correct spelling, may be substituted for the examination in spelling if the managers wish; (2) simple exercises in composition, or transcription if accompanied by word-building, may be substituted for dictation if the managers wish.		
‡‡ Arithmetic (Scheme A.)	Notation and numeration up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition not more than five lines to be given. The multiplication table to 6 times 12.	Notation and numeration up to 100,000. The four simple rules to short division. The multiplication table and the pence table to 12s.	The former rules, with long division. Addition and subtraction of money.
or	Short exercises in mental arithmetic should be given in all Standards. quantities, and should be preparatory to the work of the next higher and neatness of the Arithmetic may be judged by the worked exercises, aid of the blackboard, if the managers wish.		
Do. (Scheme B.)	The four simple rules. Divisors and multipliers not exceeding 6. No number higher than 99 to be employed in the questions or required in the answers.	Compound rules (money). Divisors and multipliers not exceeding 12. Sums of money in the questions and answers not to exceed 10*l*.	Simple rules and compound rules (money). Divisors and multipliers not exceeding 99. No number higher than 99,999 to be employed in the question or required in the answer. Sums of money in the questions and answers not to exceed 99*l*.

For Schemes S, see page 67.

N.B.—In Welsh districts—

(a.) Bi-Lingual reading books and copybooks may be used and the instruction generally

(b.) Translation into English of an easy piece of Welsh written on the blackboard, or

(c.) In the Arithmetic set to Standards I.-IV. inclusive the problems should be in both

(d.) Historical reading books should relate to the History of England and Wales.

* Reading with intelligence will be required in all the Standards, and increased fluency and expression in successive years. Two sets of reading books must be provided for Standards I. and II., and three (in small schools only two), one of which should relate to English History, for each Standard above the second. The Inspector may examine from any of the books in use in the Standard, and in Standard III. and upwards, from any book or passage suitable for the purpose which he may select. The intelligence of the reading will be tested partly by questions on the meaning of what is read.

† The writing and arithmetic of Standards I. and II. may be on slates or paper, at the discretion of the Managers; in Standard III. and upwards it must be on paper.

‡ The Inspector may examine scholars in the work of any Standard lower than that in which they are presented, and in arithmetic should require the scholars of the Fourth Standard and upwards to add columns of pounds, shillings, and pence within a specified time in order to show readiness and accuracy.

in the Elementary Subjects.

B are alternative.

Standard IV.	Standard V.	Standard VI.	Standard VII.
To read a passage from a reading book, or history of England.*	To read a passage from some standard author, a reading book, or a history of England.*	To read a passage from one of Shakespeare's historical plays, or from some other standard author, or from a history of England.*	To read a passage from Shakespeare or Milton, or from some other standard author, or from a history of England.*
Eight lines of poetry or prose, slowly read once, and then dictated. Copy books to be shown.	Writing from memory the substance of a short story read out twice; spelling, handwriting, and correct expression to be considered. Copy books to be shown.	A short theme or letter on an easy subject; spelling, handwriting, and composition to be considered. Copy books to be shown.	A theme or letter. Composition, spelling, and handwriting to be considered. Note books and exercise books to be shown.
Compound rules (money) and reduction of common weights and measures.§ In the Table of Length only yards, feet, and inches will be required in this and in the Fifth Standard.	Practice, bills of parcels, and single rule of three by the method of unity. Addition and subtraction of proper fractions, with denominators not exceeding 12. Common weights and measures.§	Fractions, vulgar and decimal; simple proportion, and calculation of simple interest upon a given principle. [Questions involving recurring decimals will not be put to girls.] Common weights and measures.§ Mensuration of rectangles and rectangular solids; the extraction of square and cube roots is not required. (Boys only.)	Averages, percentages and stocks.

These should not involve large numbers, should from the first deal with concrete as well as abstract

Standard during the last quarter of the school year. In Standards I. to III. the accuracy and the intelligence of the teaching may be tested by sums worked orally by the class with the

Compound rules applied to the following weights and measures (length, weight, capacity, time). In length, yards, feet, and inches; in weight, tons, cwts., qrs., lbs., ozs.; in capacity, gallons, quarts, pints; in time, days, hours, minutes, seconds—are the only terms that will be required in this and in the Fifth Standard. Divisors and multipliers not to exceed 99.	Vulgar fractions (simple fractions only). Practice. Bills of parcels. Common weights and measures.§	Decimal fractions (excluding recurring decimals). Simple proportion or single rule of three by the method of unity. Calculation of simple interest upon a given principal. Common weights and measures.§ Mensuration of rectangles and rectangular solids; the extraction of square and cube roots is not required. (Boys only.)	Vulgar and decimal fractions. Averages and per cent ages. Investments of savings. Consols.

may be bi-lingual.

of a story read twice, shall, if the Managers so desire, be substituted for Composition.

English and Welsh.

§ The tables to be learned include those weights and measures only which are in ordinary use, viz.:—
In all Standards above the Third (except as to certain restrictions noted under Standard IV.) the tables of—

Weight.—The ton, hundredweight, quarter, stone, pound, ounce, and drachm.
Length.—The mile, furlong, rod or pole, chain, yard, foot, and inch.
Capacity.—Quarter, bushel, peck, gallon, quart, and pint.
Time.—Year, month, week, day, hour, minute, and second.

In Standards VI. and VII., but for boys only, in addition to the foregoing, the tables of—
Area.—The square mile, acre, rood, square pole or perch, yard, foot, and inch.
Volume.—The cubic yard, foot, and inch.

The Inspector should satisfy himself that the principles of arithmetic are properly taught in the school.
The work of girls will be judged more leniently than that of boys, and, as a rule, the sums set will be easier.
Instruction in the principles of the metric system, and in the advantages to be gained from uniformity in the method of forming multiples and sub-multiples of the unit, must be given to the scholars in Standards IV., V., VI., and VII. As a preparation for this it will be useful to give, in Standard III., elementary lessons on the notation of decimal fractions.

SCHEDULE II. Class Subjects.

This Schedule is applicable only to schools whose school year ends before the 31st March, 1901. For on application to

Managers are not restricted to the use of any of the schemes given in Schedule II. or in the Supplement. course providing for a year's work in each Standard, such as will divide

—	Standard I.	Standard II.	Standard III.
I. English	Pointing out nouns ...	Pointing out nouns and verbs.	Pointing out nouns, verbs, adjectives, adverbs, and personal pronouns, and forming simple sentences containing them.
,, ,, taught bi-lingually (for Welsh districts). This subject may be taken up by degrees, the lower standards taking it, while the upper standards continue to take English or some other subject.	To give English names for Welsh names of common objects of school or home. A list of 40 such to be prepared by the teacher for the inspector to choose from. A similar list of 10 common adjectives to be prepared. The inspector to connect any one of the adjectives with any suitable noun in the list, and to ask for a translation.	(*a*) The list learnt in Standard I. to be extended to include 50 names of common objects of daily life, 15 common adjectives, and 15 verbs denoting common actions. (*b*) The inspector to form simple sentences, each containing not more than four or five words, combining the above elements, and to ask for a translation.	(*a*) The preceding lists to be extended to include 75 nouns, 25 common adjectives, 25 common verbs, and 15 of the simple prepositions. All to be selected from the bi-lingual (literary) reading book. (*b*) To fill in elliptical sentences framed by the inspector, in each of which any one, but not more, of the above elements is left blank, and to give a translation of the same.

Four Alternative Courses in this subject will be found on pages 56 and 57.

II. Geography	A plan of the school and playground. The four cardinal points. The meaning and use of a map.	The size and shape of the world. Geographical terms simply explained, and illustrated by reference to the map of England. Physical geography of hills and rivers.	Physical and political geography of England, with special knowledge of the district in which the school is situated.

For Alternative Courses in this subject, see pages 56 and 59.

Elementary Science (Scheme A.)	STANDARDS I., II., AND III. Thirty object lessons on the chief tribes of animals and their habits, on common plants and their growth, and on common inorganic substances and their properties.		
or			
,, (Scheme B.)	Thirty lessons on common objects, *e.g.* :— A postage stamp; the post; money; a lead pencil; a railway train. Foods and clothing materials, as bread, milk, cotton, wool; Minerals; natural phenomena, as gold, coal, the day, the year.	Thirty lessons on common objects, such as animals, plants, and substances employed in ordinary life, *e.g.* :— Horse, Leaves, Sparrow, Candles, Roots, Soap, Stems, Cork, Buds, Paper.	Simple principles of classification of plants and animals. Substances used in the arts and manufactures. Phenomena of the earth and atmosphere.

Alternative Courses in this subject, see pages 60 and 61.

Article 101 (*e*) of the Code for 1899.

schools whose school year ends on or after that date Specimen Schemes of Instruction may be obtained the Department.

They may, if they desire to do so, prepare for the sanction of the Inspector a similar scheme—that is, a the School into not less than three groups.

Standard IV.	Standard V.	Standard VI.	Standard VII.
Parsing easy sentences, and showing by examples the use of each of the parts of speech.	Parsing and analysis of simple sentences. The method of forming English nouns, adjectives, and verbs from each other.	Parsing and analysis of a short complex sentence. The meaning and use of the most common Latin prefixes in the formation of English words.	Analysis of sentences. The most common prefixes and terminations generally.
(*a*) Extended vocabulary, including simple personal pronouns, the adverbs formed from adjectives in the vocabulary, a few common adverbs of time and place, and four or five of the more common conjunctions, all to be selected from the bi-lingual (literary) reading book. (*b*) To form simple English sentences, each containing not more than two (or three) words chosen by the inspector from the full vocabulary, and to name the parts of speech for each word in a sentence so formed. *The children to be examined orally.*	(*a*) A knowledge of English prefixes and of their Welsh equivalents. *The more simple and common forms* ONLY *to be required.* (*b*) To analyse simple sentences selected from the bi-lingual reading book in ordinary use in the class. To have a knowledge of the number and gender of nouns and pronouns, and the voice and tense of verbs. *The children to be examined orally.*	(*a*) Word building as illustrated by the English and Welsh terminations which mark the gender and number of nouns. (*b*) To analyse and parse simple sentences selected from the bi-lingual reading book in ordinary use in the class.	(*a*) Extended word building as illustrated by the more common English and Welsh methods of marking the number of nouns by vowel changes; and the use of terminations in forming adjectives from nouns. (*b*) To analyse and parse short complex English sentences selected from the bi-lingual reading book in ordinary use in the class.
Physical and political geography of the British Isles, and of British North America or Australasia, with knowledge of their productions.	Geography of Europe, physical and political. Latitude and longitude. Day and night. The seasons.	*The British colonies and dependencies. Interchange of productions. Circumstances which determine climate.	The United States. Tides and chief ocean currents.
Simple mechanical laws in their application to common life and industries. Pressure of liquids and gases.	Simple chemical laws in their application to common life and industries.	Outlines of physiology in its bearing on health and work.	Familiar illustrations of applied science: *e.g.*, the dwelling; fabrics and clothing; food; warming; lighting, &c.
A more advanced knowledge of special groups of common objects, such as— (*a*) Animals, or plants, with particular reference to agriculture; or (*b*) Substances employed in arts and manufactures; or (*c*) Some simple kinds of physical and mechanical appliances, *e.g.*, the thermometer, barometer, lever, pulley, wheel and axle, spirit level.	(*a*) Animal or plant life; or (*b*) The principles and processes involved in one of the chief industries of England; or (*c*) The physical and mechanical principles involved in the construction of some common instruments, and of some simple forms of industrial machinery.	(*a*) Animal and plant life; or (*b*) The commonest elements, and their compounds; or (*c*) The mechanical powers.	(*a*) Distribution of plants and animals, and of the races of mankind; or (*b*) Properties of common gases; or (*c*) Sound, or light, or heat, or electricity, with applications.

* In connection with the British colonies and dependencies special attention is directed to the last entry on the list of official publications (Form 1), and also to the alternative course in Geography for the four higher standards in the Supplement to this Schedule.

SCHEDULE II.—Class Subjects.

This Schedule is applicable only to schools whose school year ends before the 31st March, 1901. For on application to

—	Standard I.	Standard II.	Standard III.
IV. History (Scheme A.)	Simple stories relating to English History ...		Twelve stories or simple biographies from British History down to 1485, *e.g.*, the Ancient Britons, the introduction of Christianity, Alfred the Great, the Norman Conquest, Henry II., Richard I., and the Crusades, John and Magna Charta, Edward I., the Black Prince and the French Wars, the Wars of the Roses.
(Scheme B.)	Simple stories relating to English History ...	...	Twelve stories from Early English History, *e.g.*, the Ancient Britons, the introduction of Christianity, Alfred the Great, Canute, Harold, the Norman Conquest.

For Alternative Courses in this subject, see pages 56 to 59.

V. Domestic Economy (for girls).	Thirty object lessons on materials used for food, *e.g.*,—Flour. Meat. Vegetables. Tea. Coffee. Milk. Fruit. Salt.		Chief materials used in clothing and washing, *e.g.*,— Silk. Linen. Wool. Cotton. Fur. Leather. Washing materials.

N.B.—In districts where Welsh is spoken the intelligence of the children examined in any explain in Welsh the meaning of passages read, and bi-lingual books may be used

Article 101 (*e*) of the Code for 1899.—*continued.*

schools whose school year ends on or after that date Specimen Schemes of Instruction may be obtained the Department.

Standard IV.	Standard V.	Standard VI.	Standard VII.
Twenty stories and biographies from 1485 to 1688, *e.g.*, the first printing press, the Discovery of America, Cardinal Wolsey, Henry VIII., Elizabeth, The Spanish Armada, Drake, Raleigh, Shakespeare, the Pilgrim Fathers, Charles I., Cromwell, Monk, James II.	Thirty stories and biographies from 1688 to the present time, *e.g.*, William III., Marlborough, Sir Robert Walpole, Clive, Chatham, Wolfe, Warren Hastings, Captain Cook, The American War of Independence, Pitt, Nelson, Wellington, the First Reform Bill, Great Inventions, the Crimean War, the Indian Mutiny, the Growth of the Colonies.	History down to 1603, with special reference to the Origin of Parliament and the Union of the British Isles under one monarch. Biographies of six leading persons.	History from 1603 down to the present time, with special reference to the development of Parliament and the acquisition and growth of the Colonies and foreign possessions of Great Britain. Biographies of six leading persons.
Twenty stories and biographies from 1066 to 1485, *e.g.*, Hereward, Becket, Richard I. and the Crusades, John and Magna Charta, Montfort and the House of Commons, the Black Prince, Caxton.	The Tudor period, with biographies of leading persons, *e.g.*, the Protector Somerset, Queen Elizabeth, Shakespeare, Raleigh, Cecil, Drake, Mary Queen of Scots.	The Stuart period, with special reference to the Civil War, and to the constitution and functions of Parliament. Biographies of six leading persons.	The Hanoverian period, with special reference to the acquisition and growth of the colonies and foreign possessions of Great Britain. Biographies of six eminent writers or statesmen.
Food; its composition. Clothing and washing.	Food and beverages; their properties and nutritive value and functions. The skin and personal cleanliness.	Food, its preparation and culinary treatment generally. The dwelling: Warming. Ventilation. Cleaning.	Food; simple dishes. Rules for health. Common ailments and their remedies. Management of a sick room.

Or in Standards IV. to VII. the following topics may be distributed over these Standards at the discretion of the Managers as the circumstances of the school may suggest:—

Elementary ideas of foods and beverages, under the heads of animal, vegetable, and mineral. Composition, preparation, cooking. Simple dishes and meals.

Circulation, digestion, respiration. Elementary ideas of these so far as they relate to the skin and personal cleanliness and to general health. Common ailments and their remedies. Rules for health. Management of the sick room. Clothing, washing.

The dwelling, warming, ventilation, cleaning.

NOTE.—The Chemistry of food should not form part of a Scheme for Standard IV.

elementary or class subjects shall, if the Managers so desire, be tested by requiring them to for the purpose of instructing the scholars.

Supplement to Schedule II. Alternative Courses.—

This Schedule is applicable only to schools whose school year ends before the 31st March, 1901. For on application to

ENG

—	Standard I.	Standard II.	Standard III.
Course A.	Pointing out the subject in an easy sentence.	Pointing out the subject and predicate in an easy sentence.	Modifications of subject and predicate by single words. Formation of illustrative sentences.
Course B.	Answering questions orally in whole sentences.	Oral composition. Answering questions about familiar scenes and objects in whole sentences.	Pointing out nouns, verbs, and adjectives. Making simple sentences containing them.
Course C.	Pointing out nouns.	Pointing out nouns, adjectives, and verbs.	Pointing out the parts of speech, and making sentences containing them.
Course D. ... ... [without technical terms in the lower standards.]	Pointing out what words go with what in sentences containing only nouns, and their adjectives, verbs, and their adverbs. [The terms noun and verb not to be used.]	Pointing out joining words (prepositions and conjunctions), those which join noun and noun, noun and verb, noun and adjective, words and sentences. [The terms preposition and conjunction not to be used.]	Pointing out the six kinds of words; giving them their names, and stating their uses and functions; also giving (or finding out) plurals of nouns and chief inflexions of verbs. [A plural noun might be called the noun for "*more*" and the inflexions of verbs those that go with I, thou, we, &c.]

For Course S. for Small Schools, see page 67.

Alternative Courses in English, Geography, and in the Lowest

—	Standard IV.	Standard V.
English	Showing, by examples, the use of each of the parts of speech.	The modifications of the subject, predicate and object, by words and phrases and easy sentences.
Geography	Geographical terms simply explained and illustrated by reference to the map of England and to some of the leading countries of the world selected by the teacher.	Physical and political geography of the British Isles.
History	Twenty stories and biographies of British History down to 1603.	Twenty stories and biographies from 1603 to the present time.

Class Subjects. (Article 101 (e) (viii.) of the Code for 1899.)

schools whose school year ends on or after that date Specimen Schemes of Instruction may be obtained the Department.

LISH.

Standard IV.	Standard V.	Standard VI.	Standard VII.
Modifications of subject, predicate, and object by words and phrases. Simple analysis. Formation of illustrative sentences.	Modifications of subject, predicate, and object by words, phrases, and sentences. Exercises in the transposition of words in poetry into the order of prose. Easy parsing.	Parsing and analysis of complex sentences. Paraphrase of simple poetical extracts.	Paraphrase of simple poetical passages. Parsing. Making sentences illustrating the right use of given words and phrases.
The parts of speech. Making simple sentences containing them. Exercise in the transposition of words in simple poetry into the order of prose.	Parsing. Paraphrase of simple poetical passages. Correction of sentences containing common faults in speech.	Parsing and simple analysis. Commercial correspondence. Correction of common errors in the use of words and in the formation of sentences.	Analysis of complex sentences. Précis or abridgment of a document or statement showing its most important contents. Exercises in the right use of commercial terms.
Easy parsing. Making sentences containing given words so as to illustrate the use of each of the parts of speech. Formation of nouns, verbs, and adjectives from each other.	Parsing and analysis of simple sentences. Word building. Knowledge of English prefixes and terminations.	Composition and analysis of complex sentences. Knowledge of the prefixes and terminations most commonly used in the formation of English words.	Analysis. Paraphrase of simple poetical extracts. Formation of words derived from familiar roots.
The build of an easy sentence of not more than three members. Parsing nouns and verbs in easy sentences. The expansion of nouns and adjectives into noun-sentences and adjectival sentences.	The build of a sentence of four or five members; simple parsing; the inflexions of weak and strong verbs; methods of forming nouns, verbs, and adjectives from each other.	Build of sentences; full parsing; meaning and use of the most common Latin prefixes.	Meaning and use of the most important prefixes and suffixes; shortened and idiomatic sentences historically explained.

History for Schools which take other Class Subjects Three Standards.

Standard VI.	Standard VII.
Parsing and analysis of simple and short complex sentences.	Analysis of sentences; knowledge of the prefixes and terminations most commonly used in the formation of English words.
Physical and political geography of Australia, Canada, the South African Colonies, India, and Ceylon.	*The British Colonies and dependencies. The interchange of productions between Great Britain and her Colonies and the United States.
Four of the chief lines of communications between Great Britain and other great centres of commerce.	The seasons.
Latitude and longitude.	
The reign of Queen Victoria.	The acquisition and growth of the Colonies and foreign possessions of Great Britain.
Biographies of six leading persons.	Biographies of six leading persons.

* In connection with the British Colonies and dependencies, special attention is directed to the last entry on the list of official publications (Form 1).

Supplement to Schedule II. Alternative Courses.—Class

This Schedule is applicable only to schools whose school year ends before the 31st March, 1901. For on application to

GEOGRAPHY, GEOGRAPHY AND HISTORY, GEOGRAPHY AND

—	Standard I.	Standard II.	Standard III.
Course A. Geography ...	Plan of school and playground. Meaning and use of a map. The cardinal points.	Size and shape of the world. Geographical terms simply explained. Physical geography of hills and rivers, illustrated by reference to the map of England.	Physical, political, and industrial geography of England, with special knowledge of the district in which the school is situated.
Course B. Geography ...	Plan of school and playground. Meaning and use of a map. The cardinal points.	Home geography, *e.g.*, roads, rivers, and chief buildings of the district, illustrated by a map, and by the map of England.	General geography of England and Wales, and means of communication by land and water. Chief industries and productions of the district in which the school is situated.
Course C. Geography and History combined.	Plan of school and playground. Meaning and use of a map. The cardinal points.	The size and shape of the world. Geographical terms simply explained and illustrated by reference to the map of England. Physical geography of hills and rivers.	Physical and political geography of England, with special knowledge of the district in which the school is situated.
Course D. Elementary Science and Geography combined.	Annual courses of about thirty object lessons, of which elementary geography should form a part, beginning with the simplest phenomena which the children can observe:—land, water, the form of the earth, the sea, hills, valleys, rivers, proceeding to notions of locality and distance, and the means of representing all of those by modelling in sand or other material, and by a map, with special reference to the map of England. The other object lessons should include some of the various subjects suggested in this Schedule under the head of Elementary Science.		
Course E. History and English combined.	Conversational lessons on the history of the country, arranged chronologically, and including narratives of striking events, and simple biographies of great characters. These lessons should be used to teach the children the correct use of words and phrases, to increase their vocabulary, and to form simple sentences.		

For Course S. for Small Schools, see pages 67 and 68.

Subjects. (Article 101 (*e*) (viii.) of the Code for 1899.)—*continued.*

schools whose school year ends on or after that date Specimen Schemes of Instruction may be obtained the Department.

ELEMENTARY SCIENCE, AND HISTORY AND ENGLISH COMBINED.

Standard IV.	Standard V.	Standard VI.	Standard VII.
Physical and political geography of Scotland and Ireland and of the United States of America. Day and night. The air, mists, fogs, clouds, rain, frost, wind, and the special circumstances which determine climate and rainfall in the British Islands.	Physical and political geography of Europe. Industries and productions of its several countries. Latitude and longitude. The seasons.	Physical and political geography of Australia, New Zealand, Canada, the South African colonies, India and Ceylon. Climate as affected by latitude, altitude, rainfall, forests, nearness to the sea, ocean currents, and prevailing winds.	The general arrangement of the planetary system. The sun. The moon and its phases. The tides. Eclipses.
General geography of Scotland, Ireland, Canada, and the United States, with special reference to the interchange of productions between those countries and England.	General geography of Europe, with special reference to the commercial relations between the countries of the Continent and Great Britain.	General geography of Australia and British India, with special reference to the industries of those countries, and to their commercial relations with Great Britain. Colonisation.	General geography of Asia and Africa, with special reference to their productions and trade. Colonisation and the conditions of successful industry in British possessions generally.
Geography of Europe generally, and of either Canada or Australia.	Ten stories and biographies from English History before the 16th century. The Tudor period. The constitution and functions of Parliament.	The Stuart period. Acquisition of territory during this period. Constitution and functions of Courts of Justice. Taxation.	The Hanoverian period, with special reference to— (1.) Acquisition and loss of territory during this period. (2.) Chief legislative Acts. (3.) Biographies of six distinguished writers.
Geography of England, physical and political. Lessons on animals and on materials used in agriculture, or in some simple manufactures.	Geography of the British Isles, with some knowledge of India and one or more of the Colonies.* Lessons on means of locomotion, and on processes used in agriculture or manufacture.	Geography of Europe, physical, political, and commercial. Lessons on the physical laws that determine climate, animal life, locality of certain industries, &c.	The work of the preceding years, with special knowledge of the British Empire, and of those portions of the world with which we are engaged in commerce. Distribution of the races of mankind.
Twelve narratives illustrating the history of the country from the Norman Conquest to the accession of Henry VIII. The methods of forming a simple sentence.	Narratives illustrating the early history of these islands, the Norman invasion, the union of England and Scotland, the Colonial Empire, &c. Exercises in analysis and composition.	Knowledge of the history of the country from the accession of Henry VIII. to the present time. The co-ordination and subordination of sentences. Principles of correct speech. Elementary knowledge of the origin of language.	

* In connection with the Colonies, special attention is directed to the last entry on the list of Official Publications (Form 1).

Supplement to Schedule II. Alternative

This Schedule is applicable only to schools whose school year ends before the 31st March, 1901. For on application to

ELEMENTARY

Any one of the following alternative courses may be chosen in Schools in which the same subject is not conversational object lessons in the lower Standards and more systematic instruction with the aid of

The object lessons given in Standards I. and II. should include in mechanics, botany, and physics, and habits of animals; in agriculture, on food substances, familiar animals, and common plants; in topics are given.

If two Standards are grouped together, the portion given to the lower Standard may be taken one consistent with the relation between the two portions; or, the two portions may be taken in outline one year.

It is intended that the instruction in elementary science shall be given mainly by experiment and children exercise their own powers of observation, they will be worthless as means of education. The own language, the ideas they have formed of what they have seen.

	Standards I. and II.	Standard III.
Course A. Mechanics ...	Thirty object lessons, *e.g.*— A pair of scales. A pair of bellows. A hammer. A clock. Carriage-wheel. Building of a house. Iron and steel. Gold.	Thirty object lessons illustrating matter in three states: solids, liquids, and gases.
Course B. Animal Physiology.	Thirty object lessons, *e.g.*, on the external structure and the habits of common animals.	Thirty object lessons illustrating the build of the human body.
Course C. Botany ...	Thirty object lessons, *e.g.*— Tea. Sugar. Coffee. Cabbage. Carrot. Potato.	Thirty object lessons illustrating characters of the root, stem, and leaves of a plant, illustrated by common flowering plants.
Course C.* Horticulture	Thirty object lessons on common garden plants, tools, watering, effect of frost and heat.	Thirty object lessons illustrating seeds and their requirements. Nature and composition of soils.
Course D. Principles of Agriculture.	Thirty object lessons, *e.g.*— The usefulness of the various animals kept on a farm, and how they repay kindness and care. Bees. Earthworms. A grain of wheat. Hay. Work in a forge. The work to be done on a farm in the different seasons. Gardening. Garden tools.	Thirty object lessons illustrating the supply of plant food in the soil.
Course E. Chemistry ..	Thirty object lessons on familiar objects, *e.g.*, of the inorganic world.	Thirty object lessons illustrating properties of the common gases, such as oxygen, hydrogen, nitrogen, and chlorine.
Course F. Sound, Light, and Heat.	Thirty object lessons, *e.g.*— Bell. Trumpet. Tuning fork. Sunlight. Primary colours. Candle. A fire. Boiling water. Red-hot poker.	Thirty object lessons illustrating the three modes in which heat may be conveyed from place to place.
Course G. Magnetism and Electricity.	Thirty object lessons, *e.g.*— Amber. Glass. Sealing-wax.	Thirty object lessons illustrating attraction, repulsion, and polarity, as illustrated by the magnet. Mariner's compass.
Course H. Experimental Arithmetic, Physics, and Chemistry. N.B.—*Instruction in this subject should be experimental*, the experiments being carried out by the scholars.	Thirty object lessons illustrating addition, subtraction, multiplication, and division of whole numbers *experimentally* ascertained by measurement of lines in inches and *centimetres*, the number of squares in a given area of squared paper ascertained by counting.	Thirty object lessons illustrating decimals. Inch and centimetre rulers to be used, the inches and centimetres being divided into ten parts. Addition and subtraction, *the same method to be used as in Standards I. and II.* Results in each case to be recorded in columns. Multiplication and division of above by whole numbers.

Courses.—Class Subjects.—*continued.*

schools whose school year ends on or after that date Specimen Schemes of Instruction may be obtaine the Department.

SCIENCE.

taken up as a specific subject. The courses should be taught throughout the School by means text books in the higher Standards.

some lessons on the phenomena of nature and of common life; in physiology, on the external structure domestic economy, on the principal substances used for food and for clothing. Specimens of a few such

year, and that assigned to the higher Standard in the next year, in cases where this is practicable an and more fully in the next year.

illustration. If these subjects are taught by definition and verbal description, instead of by making th examinations by the Inspectors will be directed so as to elicit from the scholars, as far as possible in their

Standard IV.	Standard V.	Standard VI.	Standard VII.
The mechanical properties peculiar to each state. Matter is porous, compressible, elastic.	Measurement as practised by the mechanic. Measures of length, time, velocity, and space.	Matter in motion. The weight of a body, its inertia and momentum.	The lever; the wheel and axle; pulleys; the inclined plane; the wedge; the screw. The parallelogram of velocities. The parallelogram of forces. Examples commonly met with illustrating the mechanical powers.
Names and positions of the chief internal organs of the human body.	The properties of muscle. The mechanism of the principal movements of the limbs and of the body as a whole.	The organs and functions of alimentation, circulation, and respiration. The use and abuse of foods and drinks.	The general arrangement of the nervous system. The properties of nerve. Sensation.
Characters of the parts of the flower, illustrated by common flowering plants.	The formation of different kinds of fruits. Cells and vessels.	Functions of the root, leaves, and different parts of the flower. Food of plants and manner in which a plant grows.	The characters of the larger groups and most important families of flowering plants. The comparison of a fern and a moss with a flowering plant.
Nature and functions of roots. Stems and branches. Leaves.	Buds and tubers. Flowers and fruit. Operations connected with the land. Preparation of seed bed. Potting and planting.	Propagation. Cuttings. Budding. Grafting. Layering.	Branch and root pruning. Fruit, flower, and vegetable culture. Fungus, and insect pests.
The necessity for cultivation, and the circumstances making tillage more or less effective.	The principles regulating the more or less perfect supply of plant food.	Manures as supplemental sources of plant food, and recapitulation of the course for Standard V.	The principles regulating the growth of crops, and the variation in their yield and quality.
The chemical character and constituents of pure air and the nature of the impurities sometimes found in it.	The chemical character and constituents of pure water and the nature of the impurities sometimes found in it.	The properties of carbon and its chief inorganic compounds. Non-metallic bodies.	Metallic bodies. Combination by weight and volume. The use of symbols and chemical formulæ.
Effects of heat on solids, liquids, and gases. Expansion by heat. The thermometer.	Propagation of light. Intensity, shadows. Reflection, mirrors, refraction, lenses.	Elementary explanation of the microscope, camera obscura, and magic-lantern. Reflecting and refracting telescopes.	Propagation of sound. Elementary notions of vibrations and waves. Reflection of sound, echoes.
Attraction of light bodies by rubbed sealing wax and glass. Experimental proof that there are two forms of electricity. Attraction and repulsion.	Gold-leaf electroscope. Construction of electrophorus, electrical machines, and Leyden jar.	Voltaic battery and notions of a current. Magnetic effect of a current. Galvanometer. Electro magnets.	Terrestrial magnetism Chemical effect of current. Electrolysis Induced currents. The electric telegraph.
Metre, its sub-divisions. Addition and subtraction of lengths containing them. Results to be recorded in columns as in Standard III. The gramme and its sub-divisions treated similarly. Application of above to numbers generally.	Measurement of length, area, volume, and weight. English and French systems, relative weights of liquids and solids. Floating bodies. Barometer. Thermometers, graphic representation.	Distillation. Filtration. Evaporation. Wet and dry bulb thermometer. Solubility. The heat unit. Heat capacity. Latent heat. Substances burnt in air, such as coal, sugar, &c., also metals such as iron, copper, &c. Investigation into the increase in weight of certain metals when burnt. Rusting of iron. Candle, phosphorus, sulphur burnt in air confined over water. Active and inactive parts of air. Composition of air.	Dilute acids on zinc and iron. Inflammable air and the formation of water therefrom. Inflammable air over heated red lead. Composition of water. Steam over heated iron filings. Chalk and lime, their properties. Heat and acids on chalk, limestones, &c. Chalk = lime + chalk-gas. Chalk-gas on lime and lime-water. Chalk-gas in the air. Mortar. Hardness of water.

SCHEDULE III. (A.)

DRAWING.

Managers are not restricted to the use of the Scheme contained in § 2 of this Schedule. Any Scheme of similar scope and aim may be adopted in lieu thereof, if approved by the Department.

Teachers of drawing and drawing certificates.

1. The drawing should be taught by a teacher holding one or more of the following certificates granted by the Department of Science and Art, viz.—the elementary school teacher's drawing certificate (D.), the elementary drawing certificate (first class), the 2nd grade, or a higher, art certificate; and if no teacher of the school is well qualified to give instruction in drawing, it is most desirable that an outside teacher, such as the teacher of a school of art, or art class, under the Department of Science and Art, should be engaged at least to assist in the instruction. But the possession of a certificate in drawing on the part of the instructor will not for the present be insisted on as a necessary condition of the school earning the grant for drawing.

Standards of examination.

2. The standards of instruction in drawing are as follows, and they must be taken consecutively:—

Standard I. Drawing, freehand, and with the ruler, of lines, angles, parallels, and the simplest right-lined forms. (To be drawn on slates or on paper at the option of the managers.)

Standard II. Similar work to that of Standard I., to be drawn on paper only.

Standard III. (*a.*) Freehand drawing of regular forms and of curved and right-lined figures from the flat.
(*b.*) Simple geometrical and right-lined figures to be drawn with the ruler.

Standard IV. (*a.*) Freehand drawing from the flat.
(*b.*) Simple scales and drawing to scale.

Standard V. (*a.*) Freehand drawing from the flat.
(*b*) Drawing from rectangular and circular models, and from easy common objects.
(*c.*) Geometrical figures with instruments and to scale.

Standard VI. (*a.*) Freehand drawing from the flat.
(*b.*) Drawing from models of regular form and from easy common objects.
(*c.*) Geometrical and scale drawing more advanced than in Standard V.*; *or*
(*d.*) Plans and elevations of plane figures and rectangular solids in simple positions, with sections.*

Standard VII. (*a.*) Freehand drawing from the flat.
(*b.*) Drawing from models of regular form and from easy common objects, more advanced than in Standard VI.; *or*
(*c.*) Drawing any common objects and casts of ornament in light and shade.
(*d.*) Geometrical and scale drawings more advanced than in Standard VI.†; *or*
(*e.*) Plans and elevations of plane figures and rectangular solids in simple positions, with sections.†

N.B.—In order to interest the scholars it is advisable to teach them to draw as early as possible from such common objects as are easily available. It will also be found quite possible and very desirable to go beyond the foregoing standards in teaching. Thus freehand drawing of bold curves may be introduced in Standards I. and II.; and exercises may be advantageously given, in all standards, in drawing from memory.‡

* Girls are not required to take the subjects specified in Standard VI. (*c.*) or (*d.*).

† Girls are not required to take the subject specified in Standard VII. (*d.*) or (*e*).

‡ An illustrated syllabus of the course of instruction in drawing, together with a scheme of instruction in drawing for small schools, and an alternative illustrated syllabus, may be obtained from Messrs. Eyre & Spottiswoode, East Harding Street, London, E.C., *price* 4½*d.*, *or by post* 5½*d.*

Special classification for drawing.

3. The classification for instruction in drawing need not correspond with the ordinary standards of instruction in the school. But where Standard I. is taught in the infant department and there is no Standard I. for older scholars, the instruction of the older scholars in drawing must begin with Standard II.; and where there is a Standard I. both in the infant department and in the school for older scholars, the instruction in drawing for scholars promoted from Standard I. in the infant department to Standard II. in the school or department for older scholars must begin with Standard II. in drawing, which is the same as Standard I., except that the drawing is on paper, and not on slates. In ordinary circumstances scholars should be advanced not less than one Standard a year.

The inspector will not inquire into the reasons for the classification of particular children if he is satisfied that the school as a whole is making fair progress in drawing. But if he has reason to suppose that there has been any abuse of the freedom given by the present regulations—if, for instance, low classification is attributable to neglect of the scholars, or if the classification is such as to interfere seriously with the efficiency of the arrangements for drawing in the school—it will be his duty to report the matter to the Department.

Requirements as to standard.

Small schools.

4. In schools in which drawing is taken for the first time, the instruction need not, for the first year, extend beyond Standard IV. for drawing, or beyond Standard III. in small schools at which the average attendance, exclusive of infants, does not exceed 60. No school is required to take a standard in drawing higher, or lower, than the standards of elementary instruction taught in it. In small schools, as defined above, and having only one teacher, or one teacher and one pupil-teacher or monitor, the subjects of instruction may be grouped in accordance with the scheme of instruction in drawing for small schools, which may be adopted on application being made to H.M. Inspector early in the school year.

In schools with only one teacher, or one teacher and one pupil-teacher or monitor, the instruction need not extend beyond Standard IV. for drawing; except that where there are scholars in Standard VI. or VII. they must be also taught geometrical or model drawing, in addition to the subjects of Standard IV.

The term "Schools" in this Section does not mean "Departments of Schools," where there are separate departments for boys and girls.

EXAMINATION OF PUPIL-TEACHERS.

Pupil-Teachers.

5. Pupil-teachers may be examined at the annual Examinations in April, May, or June, of the Department of Science and Art (§ 20 of Science and Art Directory) in freehand and model drawing respectively; and in drawing in light and shade from a cast and in geometrical drawing (Art) Subject 1*a*).

For detailed information respecting these examinations application should be made to the Science and Art Department.

Payments on Pupil-teachers.

6. A payment of 15*s.* for a success in the freehand, model, and shading from a cast, and of 10*s.* for a pass in geometrical drawing (Art), are made on account of each pupil teacher who has been taught drawing in the school.

7. No payment is made on account of a pupil-teacher for whom payment has been previously made for the same or a higher success in the same subject; and the payment for a success is reduced by the amount which has been previously paid on account of the same pupil-teacher for a second class in the same subject.

8. No payment will be made on account of pupil-teachers admitted on or after the 1st July, 1900.

SCHEDULE III. (B.)

NEEDLEWORK.

See also Appendix I. of Revised Instructions.

N.B.—The materials and the stitches of the exercises performed before the Inspector, or in the garments shown to him, should not be so fine as to strain the eyesight of the children, and the presentation of needlework of too fine a character will be considered a defect.

GIRLS' AND INFANTS' DEPARTMENTS.

Below Standard I.

1. Needle drill.—Position drill.

2. Strips (18 inches by 2 inches) in simple hemming with coloured cotton, in the following order, viz.:—1. Black. 2. Red. 3. Blue.

3. Knitting-pin drill.

4. A strip knitted (12 inches by 3 inches) in cotton or wool, or four small squares 3 inches by 3 inches).

Standard I.

1. Hemming, seaming (top-sewing), felling. A small untrimmed garment or other useful article showing these stitches.

2. Knitting. 2 needles, plain, *e.g.*, a strip or a comforter.

Standard II.

1. The work of the previous Standard with greater skill. A small untrimmed garment or other useful article.

2. Knitting. 2 needles, plain and purled, *e.g.*, cuffs or any simple knitted article, vests, strips for petticoats, &c.

Standard III.

1. The work of the previous Standards, stitching on coarse material, pleating, and sewing on strings. A simple untrimmed garment, *e.g.*, a pinafore, an apron, a petticoat.

2. Herring-bone stitch on single thread canvas or on cheese cloth.

3. Darning (simple) on single thread canvas or on cheese cloth.

4. Knitting. 4 needles, plain and purled, *e.g.*, cuffs, welts of socks, &c.

Standard IV.

1. The work of the previous Standards, and gathering, and setting-in. An untrimmed garment, *e.g.*, a chemise, child's overall, &c.

2. Darning, plain (as for thin places), on stocking-web material.

3. Knitting. 4 needles, a simple knitted garment.

4. Patching on coarse flannel (herring-bone stitch).

5. Cutting out, in paper, a child's chemise or plain pinafore (two sizes) to be cut out by some simple scale of proportion.

Standard V.

1. The work of the previous Standards. Button-holing and sewing on buttons. Putting on tape loops and strengthening tapes. A simple garment to be cut out by the maker.

2. Knitting. 4 needles. A simple knitted garment.

3. Plain darning a hole in stocking-web material.

4. Cutting out, in paper and in material, a garment suitable for making up in Standard III.

STANDARD VI.

1. The work of previous Standards and tuck running. Any garment (showing the stitches of this and previous Standards) to be cut out by the maker.

2. Patching in calico and print.

3. Cutting out in paper and in material, a garment suitable for making up in Standard IV.

STANDARD VII.

1. The work of previous Standards and gusset making. Garment cut out by the maker.

2. Darning on coarse linen (diagonal cut) and on woollen material (hedge tear).

3. Cutting out in paper a reduced and an enlarged pattern of the garment selected for the year's work (paragraph 1).

NOTES.

In schools where needlework is taken under Art. 101 (*c*) (ii) of the Code for 1899, the following requirements of this Schedule shall be omitted : —

Standard IV. (5), "Cutting out in paper, &c., &c."
Standard V. (1), "to be cut out by the maker."
Standard V. (4), "and in material."
Standard VI. (3), "and in material."
Standard VII. (3), "Cutting out in paper, &c., &c."

For Course of Needlework for Small Schools, see page 68.

NOTES.

1. Garments must be made by each girl in the standards, but not necessarily those specified in this Schedule, which are mentioned merely as examples. They must be presented in the same condition as when completed by the scholars.

2. At least half as many garments as there are children in average attendance in Standards I., II., and III. should be shown, one-third of these may be knitted articles. Each garment must be entirely made by its own standard. In Standard IV. and upwards each girl must (if she has attended school six months or upwards) present a small and simple garment made by herself, or she may present a half garment if an adequate sample of the stitches used in the garment be shown, or she may present a larger garment tacked together and partly worked in each detail. The garments or half garments must in Standards V., VI., and VII. be cut out by the makers.

3. The garments made by children in the lower standards should (as a rule) be cut out by girls in Standards V., VI., and VII. In Standards IV. and upwards the children must fix their own work; in the three lower standards they should be taught to fold and tack hems and seams, but they will not be required to fix the work in the garments made by them. Those above Standard I. (or, in small schools, those above Stage I.) will be required to "fix" and "cast on" in the exercises performed before the Inspector.

4. Girls attending cookery classes during any of the hours devoted to needlework shall be allowed to present to H.M. Inspector simpler garments than those required in their respective standards or garments (according to their standards) tacked together and partly worked in each detail.

Girls who have passed the standards fixed by the bye-laws for half-time exemption from attendance at school, and are beneficially employed, shall be exempt from presenting a garment to H.M. Inspector.

5. Alternative schemes of needlework, suited to the special requirements of a district, may be submitted to the Department by the managers of a school. Such schemes may usefully include provision for the practical mending of the children's own clothes.

SCHEDULE M.

MANUAL INSTRUCTION.

Suggestions for a scheme of Manual Instruction may be obtained from the Education Department.

1. The instruction must—
   (*a*) be, as a rule, carried on continuously throughout the school year for two hours weekly;*
   (*b*) be in the use of the ordinary tools used in handicrafts in wood or iron;
   (*c*) be given in a properly-fitted workshop wholly devoted to manual instruction; and
   (*d*) be connected with the instruction in drawing, that is to say, the work must be from drawings to scale previously made by the scholars.

The intention of the rule laid down in par. (*a*) is that the manual instruction should be given continuously throughout the school year for two hours weekly to all scholars, including half-time scholars, if any, in respect of whom a grant is to be claimed; and that scholars in respect of whom a grant is to be claimed, but who are in attendance on the ordinary instruction for a part only of the school year, should also receive manual instruction for two hours weekly throughout the whole period of their attendance on the ordinary instruction.

Early notice of any alteration of the time or times as provided in the time-table for manual instruction should be sent to H.M. Inspector; and also of times when the class may have to be closed for any special reason, such as the teacher's illness, epidemic, &c.

2. The instruction may be given by one of the regular teachers of the school or centre at which the manual instruction is given, if he is sufficiently qualified; if not, he must be assisted by a skilled artisan, and care must be taken to make such arrangements as will insure the maintenance of good order and discipline. The number of children receiving practical instruction from one teacher at any one time should not exceed twenty-four.

3. The work of the class will be judged by an Inspector at a visit or visits which he will make in the course of the school year, generally without notice.

4. The school, or centre, must be properly furnished with plant for instruction, and the managers must certify—
   (*a*) that every scholar instructed is receiving instruction in the elementary subjects in Standard V., VI., or VII.
   (*b*) that every scholar for whom a grant is claimed has received manual instruction for at least two hours a week for not less than 20 weeks during the school year for which the grant is claimed, and while attending the school with reasonable regularity; and
   (*c*) that a special register of attendance is kept and supervised by the managers of the school, or by the committee of the manual class when the instruction is given at a central school or workshop under the management of a separate committee. The managers, or members of the committee, visiting the class should record on the attendance register the number of scholars present at the time of each visit, attesting the same by their dated signatures; and they should also see that the registers are properly kept.

The managers must inform the Department as soon as manual instruction is commenced in connection with their schools.

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* The "two hours" may include half-an-hour weekly for the special drawing required under par. (*d*), and must include at least one hour and a-half weekly of actual use of the tools by the boys themselves working at the bench.

SCHEDULE S.

This Schedule is applicable only to schools whose school year ends before the 31st March, 1901. For schools whose school year ends on or after that date Specimen Schemes of Instruction may be obtained on application to the Department.

SCHEMES FOR SMALL SCHOOLS.

The following Schemes are intended for the older scholars in ***small schools*** in which the average attendance, exclusive of infants, does not exceed 60, but they may, with the consent of the Inspector, be used in schools with a somewhat larger average attendance, if the managers can show that educational benefit will result from their use.

The scholars may be subdivided into two Groups, and the scholars in the lower Group may continue two or three years in the lower Stage at the discretion of the managers, and may be subdivided into such Classes as may be required. Reasonable portions of the higher Stage may be taken by each scholar in successive years, and the scholars formed into one Group, or into Classes taking different portions.

	1st Stage.	2nd Stage.
READING	Two reading books, one of which should be changed in each class each year. The scholars may be examined in both Stages from unseen books.	Two reading books, one of which should relate to English History. One of these books should be changed in each year.
WRITING ... ... [The choice of the three exercises in both Stages to rest with the managers.]	Composition of simple sentences, or transcription, or writing from dictation an easy piece of prose. Word building according to a Syllabus, to be agreed upon with the Inspector, will be used, if the managers desire, as the test of spelling in both Stages, and must be so used in the case of transcription. Copy books: large and half text-hand to be shown.	Composition of a letter, or short theme, or writing from memory the substance of a short story. Copy books to be shown.
ARITHMETIC ... [Oral exercises with small numbers should be added in all classes of the school.]	The four simple rules, and compound rules applied to money and to the following Weights and Measures:—in Long Measure: yards, feet, and inches; in Weight: tons, cwts., qrs., lbs.; in Capacity: gallons, quarts, pints; in Time: days, hours, minutes, seconds. No number given in the questions to exceed 99 in the lower parts of the Group, or 999 in the higher. Sums of money in the questions and answers not to exceed 10*l*. Divisors and multipliers not to exceed 12.	The former rules with multipliers and divisors not exceeding 99. Vulgar fractions (simple only), with their applications to money and Weights and Measures. Decimal fractions (excluding recurring decimals), with similar applications. Simple household bills. Simple proportion or single rule of three by the method of unity. Calculation of simple interest upon a given principal. [In this stage the Table of Length will also include the mile, furlong, rod or pole; the Table of Capacity, the quarter, bushel, and peck; the Table of Time, the year, month, week, and day. The Table of Area will also be required, including the acre, rood, square pole or perch, square yard, square foot and square inch.]
RECITATION ...	Forty lines of poetry	One hundred lines of poetry.
SINGING	Divisions I. and II., Appendix IV. of the Revised Instructions to Inspectors.	Division III., Appendix IV. of Revised Instructions to Inspectors. Songs in unison only.

CLASS SUBJECTS.

The following Courses are given as specimens. Similar Courses may, if the managers desire to do so, be prepared for the sanction of the Inspector. See especially Code for 1899, Art. 101 (*e*), Rules i., ii., and vi.

	1st Stage.	2nd Stage.
GRAMMAR	Pointing out the parts of speech and showing the use of nouns and verbs as subjects and predicates, and the use of other parts of speech as their modifications	Analysis of a simple sentence and parsing of easy words. Formation of simple sentences containing given parts of speech.
GEOGRAPHY ...	The cardinal points; use of a map with illustrations of geographical definitions. Geography of England with special knowledge of the neighbourhood in which the school is situated.	Outlines of the world, with special knowledge of the British Empire and the chief products of the various Colonies.
ELEMENTARY Science [Science of Common Things.]	Thirty Object Lessons for each year's work. Special attention should be paid to the answers being given either in complete sentences or with reasonable fulness.	(*a.*) The simple mechanical powers and their application to common life and industries. (*b.*) Simple chemical laws in their application to common life and industries. (*c.*) Outlines of Physiology in its bearing on health and work. (*d.*) Familiar illustrations of Applied Science, *e.g.*, the dwelling, fabrics and clothing, food, warming, lighting, &c. [One of these divisions, or a Course, founded upon the Object Lessons taken in the lower Stage, of reasonable aim and length, may be taken as a year's work.]
HISTORY	*simple stories illustrated by pictures, e.g., The Introduction of Christianity, the Norman Conquest, the Discovery of America, the Spanish Armada, the Great Rebellion, Wolfe at Quebec, the Battle of Trafalgar.*	A period of history taught chiefly through the lives of distinguished persons, *e.g.*, the Growth of the Empire (1688 to the present time), with lives of William III., Marlborough, Clive, Wolfe, Captain Cook, Pitt, Nelson, Wellington, and a few stories such as the American War of Independence, Great Inventions, the Indian Mutiny.
NEEDLEWORK .. (*See also Appendix I. of Revised Instructions.*)	Hemming, seaming (top-sewing), felling, and pleating. Garments showing these stitches. Knitting with two needles. A small garment for every two scholars, or a reasonable number of needlework exercises, and a knitted article, suited to this Stage, to be submitted to the Inspector.	Gathering and button-holing. Darning on stockings or woollen material and patching in calico, print, and flannel. Knitting with four needles. Garments suited to this Stage, and a sock, stocking, or simple knitted garment to be submitted to the Inspector. Elementary cutting-out in the highest class only.

SCHEDULE IV.

This Schedule is applicable only to Schools whose School Year ends before the 31st March 1901. For Schools whose School Year ends on or after that date Specimen Schemes of Instruction may be obtained on application to the Department.

Table of Specific Subjects of Secular Instruction. (See Article 101 (*f*) of the Code for 1899).

	1. ALGEBRA.	2. EUCLID.	3. MENSURATION.	4. MECHANICS.	5. LATIN.	6. FRENCH OR GERMAN. [Fair correctness of pronunciation is required in all stages.]
1st stage.	Notation, addition, subtraction, multiplication, division.	Euclid, Book I., to proposition 26, inclusive	Triangles and parallelograms.	Matter in three states; solids, liquids, and gases. The mechanical properties peculiar to each state. Matter is porous, compressible, elastic. Measurement as practised by the mechanic. Measures of length, time, velocity, and space.	Grammar to the end of regular verbs; with simple exercises in translation	Grammar to end of regular verbs. Some knowledge of common conversational phrases and sentences.
2nd stage.	The same. with G. C. M., L. C. M., and easy simple equations involving one unknown quantity.	Euclid, Book I.	The same and the circle.	Matter in motion. The weight of a body, its inertia and momentum. Measures of force and work.	Irregular verbs and first rules of syntax. Knowledge of Delectus or other first Latin reading-book. Translation of simple sentences of English (three or four words) into Latin.	Grammar to end of irregular verbs, and translation into English of easy narrative sentences. Ten pages of a French or German conversation or reading book approved by Inspector.
3rd stage.	The same, with simple equations involving two unknown quantities, and easy quadratic equations	Euclid, Books I. and II.	The parallelopiped, sphere, right cone, cylinder.	The simple mechanical powers, viz., (1.) The lever; (2.) the wheel and axle; (3.) pulleys; (4) the inclined plane; (5.) the wedge; (6.) the screw. Liquid pressure; the hydrostatic press; liquids under the action of gravity. The parallelogram of velocities. The parallelogram of forces. Examples commonly met with illustrating the mechanical powers. N.B.—*Instruction in this subject should be purely descriptive and experimental.*	The Latin Grammar. Cæsar de Bello Gallico, Book I. Somewhat longer sentences to be translated from English into Latin.	Grammar, and knowledge of some easy French or German book.† Translation of conversational sentences into French or German.

* The three stages of such of these subjects as admit of it may be taken in any order. Any other subject sanctioned by the Department may be taken as a specific subject, provided that a graduated scheme for teaching it is submitted to, and approved by, the Inspector.

† In 1900 and 1901 the books will be—*French*, Erckmann-Chatrian's Histoire d'un Paysan or Le Trésor du Vieux Seigneur, Le Blocus, or Jules Sandeau's Chez les Sauvages. *German*, Benedix, Doctor Treuwald.

SCHEDULE IV.—Table of Specific Subjects of

This Schedule is applicable only to Schools whose
For Schools whose School Year ends on or after that date Specimen

*	7. Animal Physiology.	8. Botany.	9. Principles of Agriculture.	10. Chemistry.
1st stage.	The build of the human body. Names and positions of the internal organs. The properties of muscle.	Characters of the root, stem, leaves and parts of the flower, illustrated by specimens of common flowering plants.	The principles influencing the supply of plant food in the soil, the necessity for cultivation and the circumstances making tillage more or less effective.	Elementary and compound matter. Illustrations of combination and decomposition in such bodies as hydrochloric acid, water, oxide of mercury, and rust of iron.
2nd stage.	The mechanism of the principal movements of the limbs and of the body as a whole. The organs and functions of alimentation, circulation, and respiration. The use and abuse of foods and drinks.	Structure of wood, bark, and pith. Cells and vessels. Food of plants, and manner in which a plant grows. Functions of the root, leaves, and different parts of the flower.	The principles regulating the more or less perfect supply of plant food; manures as supplemental sources of plant food.	Preparation and properties of the common gases, such as oxygen, hydrogen, nitrogen, and chlorine. The chemical character and constituents of pure air, and pure water, and the nature of the impurities sometimes found in both. Effects of plants and animals on air.
3rd stage.	The general arrangement of the nervous system. The properties of nerve. Reflex action. Sensation. The organs and functions of touch, taste, smell, hearing, and sight. N.B. — *Instruction in this subject should be illustrated by diagrams or models only.*	The comparison of a fern and a moss with a flowering plant. The formation of different kinds of fruits. The structure of a bean and of a grain of wheat or barley. The phenomena of germination.	The principles regulating the growth of crops, and the variations in their yield and quality.	The properties of carbon and its chief inorganic compounds. Differences between metallic and non-metallic bodies. Combination by weight and volume. The use of symbols and chemical formulæ.

* The three stages of such of these subjects as admit of it may be taken in any order. Any other subject sanctioned by the Department may be taken as a specific subject, provided that a graduated scheme for teaching it is submitted to, and approved by, the Inspector.

Secular Instruction. (See Article 101 (*f*) of the Code for 1899.)—*continued.*

School Year ends before the 31st March, 1901.
Schemes of Instruction may be obtained on application to the Department.

Physics.		13.	14.	15.
11. Sound, Light, and Heat.	12. Magnetism and Electricity.	Elementary Physics and Chemistry.	Domestic Economy (*Girls*).‡	Domestic Science. (The Science of Domestic Economy and Hygiene.†)
The three modes in which heat may be conveyed from place to place. Effects of heat on solids, liquids, and gases. Expansion by heat. The thermometer. Latent heat. Elementary notions of specific heat. Heat produced by mechanical, chemical, and vital action.	Attraction, repulsion and polarity, as illustrated by the magnet. Terrestrial magnetism, and the mariner's compass.	Properties of common stuffs: relative density of solids and liquids: flotation of solids. The barometer and thermometer: their use: graphic representation of daily readings. Solution: water as a solvent: solubility of metals, &c., in acids: crystallisation of salt, soda, alum.	Food; its composition and nutritive value. Clothing and washing.	Measurements of weight and size (volume) preferably in the metric system. Measurement of heaviness or density of water, milk, &c. Floating bodies—the lactometer. General effects of heat on matter in its three states, with applications to cooking, boiling, ventilation, hot water supply, steaming, freezing, clinical and household thermometers, weight of air, moisture in air, drying and airing clothes, weather forecast, distillation, solution, and solubility; modes of heating the dwelling, transmission of heat, clothing.
Sources and propagation of light. Intensity, shadows, shadow photometer. Reflection, mirrors. Refraction, lenses. Elementary explanation of the microscope, camera obscura, and magic lantern. Dispersion, prisms. The rainbow. Reflecting and refracting telescopes.	Attraction of light bodies by rubbed sealing-wax and glass. Experimental proof that there are two forms of electricity. Attraction and repulsion. Gold-leaf electroscope. Construction of electrophorus, electrical machine, and Leyden jar. Explanation of atmospheric electricity.	Evaporation and distillation: heat absorbed in fusion of ice and in conversion of water into steam: density of ice: change in density of water on heating: moisture in air: wet and dry bulb thermometer. Study of iron rusting and of combustion of candle gas, oil, phosphorus: effect on metals of heating in air: discovery of active constituent of air.	Food; its functions. The dwelling; warming, cleaning, and ventilation.	Effects of heat on food materials such as sugar, cheese, flour, eggs, fat and lean meat. Modes of cooking; yeast, baking-powder, a loaf of bread. Effects of heat on mineral matter such as iron, copper, brimstone. Rusting of iron, and general nature of air. Burning of a match, candle, lamp and phosphorus. Oxygen the active part of air. Burning of carbon, coal, or coke in air or oxygen. Fuel and combustion. Coal gas, burners, and gas stoves. The gas-meter. Carbonic acid gas, its presence in the atmosphere, its origin.
Propagation of sound. Elementary notions of vibrations and waves. Reflection of sound, echoes. Musical notes, simple instruments. Simple explanation of beats and nodes.	Voltaic or chemical electricity. The voltaic battery and notions of a current. Chemical effect of a current. Electrolysis. Magnetic effect of a current. Galvanometer. Induced currents. Electro-magnets. The electric telegraph.	Chalk and lime: the burning of chalk or limestone: action of muriatic acid on chalk or limestone: carbonic acid; re-formation of chalk. Discovery of carbonic acid in air: its formation by combustion of carbonaceous materials and in respiration. Study of action of muriatic and vitriolic acids on zinc: combustion of the gas obtained and discovery of the composition of water. Presence of air and solids dissolved in water: sea-water: hardness of water.	Food; its preparation and culinary treatment. Rules for health; the management of a sick room.	Sources and impurities of water. Water supply and filtration. Hardness of water. Water a product of combustion. Composition of water. Acids and alkalis, soap, soda and cleaning. Ventilation and warming more fully considered. The alimentary system. Foods, composition, and functions. Classes of foods. Decay and disease; disinfectants.

† It is intended that instruction in this subject should be entirely experimental, the experiments, as far as possible, being carried out by the scholars themselves, and arranged with the object of solving a definite problem. Measurement and exact work should be encouraged.

‡ The instruction in this subject should be, as far as possible, by experiment and illustration.

SCHEDULE IV.—Table of Specific Subjects of Secular

This Schedule is applicable only to Schools whose
For Schools whose School Year ends on or after that date Specimen

*	16. SHORTHAND.	17. HORTICULTURE.	18. NAVIGATION.
		Plant Life.	
1st stage.	To write from slow dictation (at the rate of at least 30 words a minute) a passage from a First or Second Reader, not used in the school, or from some book of equal difficulty, and also some separate words and short phrases. The Shorthand notes to be subsequently transcribed or read.	Seeds, nature of and germination. Requirements, water, heat, air. Soils, nature and composition. What they do and how, what helps, what hinders them. Roots, nature and functions. Branches, fibrils, and root hairs. Stems and branches; their nature, work, and uses; helps and hindrances. Leaves. What they are, what they do. Helps and hindrances. Buds & tubers. Leaf buds, flower buds, tubers. Growth. Increase in size, and changes of composition. Formation and storage of food materials. Flowers; their component parts. What they do. Fruit; changes and development during ripening. Forms and varieties, as apple, strawberry, plum, &c.	Definitions and explanations of the terms used in mathematical geography. Construction & use of charts. The compass. Conversion of magnetic into true bearings and the reverse. Plane sailing. Traverse sailing.
		Elementary Operations.	
2nd stage.	As above, but dictation to be at the rate of at least 40 words a minute from a Fourth or Fifth Standard Reader, not used in the school, or from some book of equal difficulty. Some examples of phrases will be required.	Description and use of implements under each head. Operations connected with the land, with explanations of good and bad methods. Digging and trenching. Draining, hoeing, stirring the soil and weeding. Watering. Preparation of seed bed, rolling, and raking, sowing, transplanting and thinning. Potting. Planting—positions and shelter. Staking. Earthing and blanching. Propagation, elementary principles. Cuttings. Budding. Grafting. Layering. Insect and fungus pests.	Recapitulation. The log. Day's work. Mercator's sailing.
		Advanced Practice.	
3rd stage.	As above, but dictation to be at the rate of at least 60 words a minute, from any ordinary book or newspaper. Accuracy will be specially considered throughout the stages; and the shorthand characters and outlines must be clearly and correctly formed.	Budding. Grafting and stocks used. Layering. Division. Branch pruning. Root pruning. Old and young trees and bushes. Fruit culture. Open air and under glass. Small fruits. Apples and pears. Stone fruits. Gathering and storing. Packing and marketing. Vegetable culture. Tubers and roots, Green vegetables. Fruits and seeds (peas, beans, &c.). Rotation of crops. Flower culture. Open air and under glass. Manures and application. Treatment of insect pests. Treatment of fungus pests. General knowledge of fruits.	Recapitulation. Latitude by meridian observation. Explanation of method of determining the error of the compass by an amplitude, and the longitude by the chronometer. Deviation of the compass. Description and use of the sextant.

* The three stages of such of these subjects as admit of it may be taken in any order. Any other subject sanctioned by the Department may be taken as a specific subject, provided that a graduated scheme for teaching it is submitted to, and approved by, the Inspector.

Instruction. (See Article 101 (*f*) of the Code for 1899.)—*continued.*

School Year ends before the 31st March, 1901.
Schemes of Instruction may be obtained on application to the Department.

19. BOOK-KEEPING.	20. WELSH.
Explanation of ordinary commercial terms. . From a given set of *simple* transactions to show how to keep a— Cash Book. Purchases Book. Sales Book. Double Entry, its meaning and advantages. . Explanation of Personal and other Accounts.	1. (*a.*) Nouns and adjectives with their inflexions (number and gender). (*b.*) The personal pronoun. (*c.*) Conjugation of the verb "Bod" in the inflexional form only. 2. To translate from Welsh into English, and from English into Welsh, easy conversational sentences containing the verb "Bod" and the periphrastic form of other common verbs. 3. To translate and write from dictation any short passage from an easy Welsh book (15 pages to be prepared).
Bills of Exchange. Bills receivable Book. Bills payable Book. 2. The Journal, its intentions and uses. 3. From a given set of transactions to show the method of keeping a record of simple commercial transactions by Double Entry, with illustrations of necessary Ledger Accounts.	1. (*a.*) Conjugation of the active (inflexional and periphrastic with "Bod") and passive of the regular verb "Dysgu." (*b.*) The pronouns, adverbs, and simple prepositions. (*c.*) The chief rules for the mutation of initial consonants, or, the parsing of a simple Welsh sentence (Welsh or English terms to be used). 2. To translate from Welsh into English, and from English into Welsh, easy conversational sentences containing the verbs "Bod" and "Dysgu," and any other common verbs. 3. (*a*) To translate and write from dictation a short passage from a Welsh book approved by H.M. Inspector (25 pages to be prepared). (*b*) To recite 25 lines of Welsh poetry with knowledge of meaning and allusions.
1. Bad Debts; Consignments; Discounts. 2. The Journal, its relation to other books. Journalising. 3. From a given set of transactions to— (*a.*) Construct a Journal. (*b.*) Post this into Ledger. (*c.*) To arrange a trial Balance. (*d.*) To close Ledger by preparing Profit and Loss Account and Balance Sheet.	1. (*a.*) Conjugation of irregular verbs, conjunctions, compound and pronominal prepositions. (*b.*) A knowledge of the chief prefixes and affixes of Welsh words. (*c.*) To answer questions on Welsh grammar generally, or, to parse a complex sentence. 2. To write a short theme or letter in Welsh on a familiar subject. 3. (*a.*) To translate and write from dictation a short passage from a Welsh book approved by H.M. Inspector (25 pages to be prepared). (*b.*) To recite 40 lines of Welsh poetry with knowledge of meaning and allusions. N.B.—The matter prepared for translation and recitation must be different in the several stages; and the scholars may be required to give written as well as oral answers to all questions (including those set in translation).

SCHEDULE V.—Certificates and

Pupil-Teachers admitted from the 1st January, 1900, or any earlier date, and pupil-teachers
Examination prescribed by this Schedule for Candidates,

—	1. Health.**	2. Character and Conduct.	3. Reading † and Recitation.††
Candidates	Certificate from medical practitioner in a form prescribed by the Department.	Certificate of good moral character of the Candidates themselves and their homes.	To read a passage from one of the prose books named below, and to recite 70 lines of standard poetry.— In Welsh districts, to read in Welsh and English, and to recite 50 lines of Welsh (or English) poetry, and to give the English (or Welsh) equivalent for words or short phrases in the piece selected.
First Year	Certificate from managers that pupil-teacher has not suffered any failure of health likely to incapacitate for profession of teacher.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to duty from the head teacher	To read as above and to recite 80 lines of standard poetry. In Welsh districts to read as above and to recite 60 lines of Welsh (or English) poetry, and to give the English (or Welsh) equivalents for words or short phrases in the piece selected.
Second Year ...	Certificate from managers as above.	Certificates from managers and head teacher as above	To read as above, and to recite 100 lines of standard poetry. In Welsh districts, to read as above and to recite 80 lines of poetry (half of which must be in English), with translation of words and phrases.
Third Year	Certificate from managers as above.	Certificates from managers and head teacher as above.	**The Queen's Scholarship**

N.B.—At the collective examination, candidates and pupil-teachers will be examined in English, History, Geography, Arithmetic, Euclid and Algebra, Elementary Science, Music (Theory), and Needlework.

In any subject questions may be given on the work of the previous year, or on the method of teaching the subject.

Reading and Recitation, Garments worked during the year, and Practical Music and Teaching, will, as a rule, be examined at the schools or centres, where the Inspector will also ascertain the progress made by the pupil-teachers in Drawing and Languages, if taken.

** Scrofula, fits, asthma, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, curvature of the spine, hereditary tendency to insanity, or any constitutional infirmity of a disabling nature, is a positive disqualification in candidates for the office of pupil-teacher.

† The selected books for reading in 1900 and 1901 will be The Talisman for candidates, Southey's *Life* of Nelson for the first year, and Macaulay's Essay on Frederick the Great for the second year.

In 1902 they will be Old Mortality for candidates, Macaulay's Essay on Clive for the first year, and Ryle's Past and Present for the second year.

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admitted for four years under Article 41* will take in their first, second, and third years the first year and second year, respectively.

4. English.¶	5. History.	6. Geography.	7. Arithmetic.
Analysis of easy sentences, and parsing; knowledge of the ordinary terminations of English words. A short theme or essay. In Welsh districts, analysis of easy sentences and parsing; knowledge of the ordinary terminations of Welsh words. A short theme or essay in Welsh.	General outlines of English History.	Chief physical features of the globe. The British Isles.	Arithmetic, including vulgar and decimal fractions, and simple proportion. Practice.
Parsing, construction, and analysis of sentences. First elements of etymology. An explanation of the meaning of a short passage from the prescribed poem, *or*, A short essay. In Welsh districts, parsing, construction, and analysis of sentences; knowledge of the ordinary terminations of English words. Translation from Welsh into English of a short easy passage.	English History from King Alfred to Queen Elizabeth, both inclusive. In Welsh districts, one question will be set on the history of Wales prior to the Union with England. In 1900, special knowledge will be required of the Norman Conquest. In 1901, of the reign of Edward III.	Europe and Asia, with special reference to France, Germany, and the Indian Empire.	The preceding, with proportion and its application to simple interest and percentages. The principles of the metric system.
Parsing, construction, and analysis of more difficult sentences. Elementary history of the English language. Common errors in language written or spoken. An explanation of a short passage from the prescribed poem, *or* A short essay. In Welsh districts, parsing and analysis with knowledge of Welsh and English prefixes and affixes generally. Translation from Welsh into English of a short passage.	English History from 1603 to 1870. In Welsh districts, one question will be set on the history of Wales generally. In 1900, special knowledge will be required of the Civil War and the Protectorate. In 1901, of the period from 1756 to 1783.	Africa, America, and Australasia, with special reference to the chief British Colonies and dependencies, and the United States.	Arithmetic generally, including measurement of rectangular areas and solids.

Examination, see the Special Syllabus (Article 47).

†† The recitation must be taken from the poem prescribed for the year in the footnote to column 4. A knowledge of the meanings of words and phrases and of allusions will be required.

¶ The questions will have reference to the poem prescribed for the year, and some knowledge of the subject-matter of the poem and of the author and his times will be expected.

In 1900 and 1901, the selected books will be the 6th Canto of Marmion for candidates, Goldsmith's The Traveller for the first year, and Shakespeare's Julius Cæsar for the second year.

In 1902 they will be Gray's Elegy for candidates, Cowper's Expostulation, lines 1 to 363, for the first year, and Milton's Paradise Lost, Book III., for the second year.

Schedule V. (*cont.*)—Certificates and

Pupil-teachers admitted from the 1st January, 1900, or any earlier date, and pupil-teachers years the Examination prescribed by this Schedule for

—	8. Euclid and Algebra, (Boys.)	9. Elementary Science.* (Optional.)	10. Music. Where suitable means of Instruction exist. (*a*) Theory of Music.	(*b*) Practical Music.†
Candidates.	—	Physiography. — Matter. — Forms of Matter. Indestructibility of matter. Mass, volume, density, specific gravity, and weight. Centre of gravity. Force, Motion, and Inertia. — The parallelogram of forces. Composition and resolution of forces. Conversion of rectilinear into circular motion. The Mechanical Powers. — Principles of the lever, the pulley, the inclined plane, and the screw. **Energy.—Heat, radiation, electricity, and chemical action as forms of energy. Mechanical work.	*Staff Notation.* Notes, their shape and relative value. The treble and bass staves. The scales of C, G, and F major. Intervals found in the major scale. Minims, crotchets, quavers, and equivalent rests, 2 3 4 2 3 4 4 4 2 2 2 time. *Tonic Sol-fa Notation.* The common major scale, its structure and intervals. The standard scale of pitch. Mental effects, and how they are modified. Accent. Two, three, and four-pulse measure. Whole pulse notes, half pulse notes, and continuations, and rests of the same value.	Tests same as for School Division III. in the syllabus of the examination for Schools (*See* Appendix IV. of Revised Instructions to H.M. Inspectors). Five songs to be presented. One to be sung.
First Year.	Euclid, Book I., to Proposition 26, inclusive, with simple exercises. Algebra. First four rules, with easy equations and problems.	Physiography. — Heat and Temperature.—Discrimination between heat and temperature. Effects of heat. The measurement of temperature by thermometers. Change of state caused by heat as in ice, water, and steam. Radiation. — Rectilinear propagation of radiation. Reflection and refraction of radiation. The analysis of light by a prism, and its recomposition. The colour disc. The visible spectrum.	*Staff Notation.* All the major scales and signatures. Dotted notes. Tied notes. Semi-quavers, Triplets, 3 6 8 8 and 9 8 time. *Tonic Sol-fa Notation.* First removes of key. Bridge notes. Six and nine-pulse measure. Quarter-pulse notes and rests. Thirds of a pulse.	Tests same as for School Division IV. (*See* Appendix IV. of Revised Instructions to H.M. Inspectors). Five songs to be presented. One to be sung.
Second Year.	Euclid. Book I., with simple exercises. Algebra. The preceding, with G.C.M., L.C.M., fractions, equations of two unknown quantities, and easy problems.	Physiography.—Chemical Composition of Matter.—Mixtures and compounds, Water; its composition proved by analysis and synthesis; its physical properties. Elementary properties of oxygen, nitrogen, hydrogen, carbon, iron, and mercury; and of water, carbon-dioxide, lime, silica, and the alkalis, common salt, iron oxide, and mercuric oxide. Terrestrial Magnetism.—Properties of the loadstone and artificial magnets. The earth a magnet. Primary laws of magnetic attraction and repulsion. Dip. The earth's magnetic poles.	*Staff Notation.* Various forms of the minor scale. The scales and signatures of C Minor, D minor, E minor, and G minor. Intervals found in the minor scale. Common musical terms. *Tonic Sol-fa Notation.* The minor scale and the intervals found in it. Names of chromatic notes. Relative pitch of keys. Common musical terms.	Tests combining the time and tune of the requirements for School Division IV. (*See* Appendix IV. of Revised Instructions to H.M. Inspectors), and others founded upon the complete minor scale. Five songs to be presented. One to be sung.
Third Year.			**The Queen's Scholarship Examination.**	

N.B.—Wherever in this Schedule an alternative scheme is mentioned for Welsh districts, it is to be understood that the alternative is optional for the pupil-teacher.

* More detailed information as to Physiography will be found in a Syllabus contained in the Directory of the Science and Art Department, or to be procured separately on application to the Secretary, Science and Art Department, South Kensington, S.W.

† Boys should not be required to sing.

** At the October, 1900, and subsequent examinations the following will be substituted for this paragraph: Pressure of Liquids, Boyle's Law, the Barometer, Syphon, Common Pump, and Air Pump.

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admitted for four years under Article 41*, will take in their first, second, and third Candidates, first year and second year, respectively.

11.	12.	13. Needlework. (Girls.)		14. Languages.‡ (Optional.)	
Teaching.	Drawing. (Optional).	(*a*) Garments to be worked during the year and to be shown to the Inspector.*	(*b*) Materials to be provided for the Collective Examination.	(*a*) Latin.	(*b*) French.
To set copies on the blackboard. To correct dictation, exercises, sums, copies.		1. A small nightgown or a man's *nightshirt*. 2. A hole mended (common method) in stocking-web material. 3. Paper patterns (cut out and tacked together) of the garments named in paragraph 1; measurements to be stated.†	1 piece of calico 9 inches square. 1 piece of stocking web material 4 inches square, 1 piece of tape 2½ inches long, 1 linen button (unpierced), suitable needles and sewing cotton, 1 sheet of lined paper.		
The preceding. To question a class.	It is recommended that pupil-teachers shall take a course of instruction in Drawing during their engagement leading up to the requirements of the Queen's Scholarship Examination.	1. A girl's overall or a woman's cooking apron. 2. A patch in calico, one in print, and one in flannel. 3. A reduced and enlarged pattern, in paper or material, of the garment selected for the year's work. The pattern to be cut out and tacked together; measurements to be stated.	1 piece of calico 9 inches square, 1 piece of print 6 inches square, 1 piece of flannel 6 inches square, 1 piece of tape 2½ inches long, 1 linen button (unpierced), suitable needles and sewing cotton, 1 sheet of sectional paper, and a sheet of lined paper.	The Latin Grammar. Cæsar, De Bello Gallico, Book III. Short sentences to be translated from English into Latin	"*Les Enfants Patriotes*" (or "*Les Deux Petits Patriotes*"), by Bruno; to be prepared for translation into English, and re-translation from English into French. Simple accidence to end of irregular verbs. Simple conversational phrases and sentences.
The preceding. Notes of lessons. To give a lesson on a subject taught by the pupil-teacher during the year, or to give a lesson to an infant class.		1. A gored flannel petticoat or an infant's long flannel. 2. A three-cornered (or hedge-tear) darn on woollen material, and a cross-cut (or diagonal) darn on coarse linen. 3. Paper patterns (cut out and tacked together) of the garments named in paragraph 1. 4. A knitted sampler showing the intakes at the back of a stocking, the turning of a heel, and the decreasings and finishing off of a toe, or a complete stocking.	1 piece of calico 9 inches square, 1 piece of coarse linen 4 inches square, 1 piece of woollen material 4 inches square, 1 piece of flannel 6 inches square, 1 piece of flannel binding ¼ yard, 1 piece of tape 2½ inches long, suitable darning and sewing needles and cotton, 1 sheet of lined paper, 4 knitting pins and knitting cotton.	Grammar. Composition of short Latin sentences. Cæsar, De Bello Gallico, Book IV.	The seven first chapters of *Le Serf*, by Souvestre; to be prepared for translation into English, and re-translation from English into French. Simple accidence and elementary syntax. Elementary composition.

/ **see the Special Syllabus (Article 47).**

* (1) In all cases the specimens, garments, and drawings shown to the Inspector must be done without assistance, and presented as they left the worker's hands. All garments must have been cut out by the makers. (2) The garments should be of plain, simple patterns, showing intelligence and good workmanship, but without elaborate detail. (3) Whenever a child's garment or the pattern of a child's garment is made, the height of the child for whom the garment is intended should be stated. (4) Only one of the two garments mentioned in paragraph 1 in column 13 (*a*) is to be made up by the pupil-teacher or candidate, but the measurements and manner of making up the other garment must be learnt by her.

† Candidates will not be required to show worked garments to the Inspector, but credit will be given for such garments, and the candidates will be expected to show their knowledge of the work specified above at the collective examination.

‡ Other books may be prepared instead of those named in this column, subject to the approval of the Inspector.

SCHEDULE VI.

I.—Form of Memorandum of Agreement (Article 36).

(For a Voluntary School.)

MEMORANDUM OF AGREEMENT between[1] _____

herein-after called *the managers*, on behalf of the managers of the _____ School, and[2] _____ herein-after called *the pupil-teacher*, and[3] _____ herein-after called *the surety*, the[4] _____ of the pupil-teacher.

The managers, for themselves, their executors, administrators and assigns, agree with the pupil-teacher, and with the surety, h[5] _____ executors, administrators, and assigns, and the pupil-teacher and the surety, for himself, his executors, administrators, and assigns, agree with the managers, their executors, administrators, and assigns, as follows:

1. The pupil-teacher is engaged to serve under a certificated teacher during the usual school hours in keeping and teaching the said school, but so that the pupil-teacher shall not serve therein more than five hours upon any one day, nor more than 20 hours in any one week. Sunday is expressly excluded from this engagement.

2. This engagement shall begin on the first day of[6] _____ 19 _____, and, subject to the proviso in paragraph 4, shall end on the last day of[7] _____ 19 _____[8], but if the pupil-teacher shall, with the consent of the other parties hereto, enter a Training College as a Queen's Scholar before the last-mentioned date, or such later date as shall be fixed by an extension of the engagement under paragraph 4, this engagement shall thereupon end.

3. The managers shall pay to the pupil-teacher as wages[9] _____

4. *Provided* always, that (1) if the pupil-teacher fails to pass the examination prescribed by the Code for any year, this engagement shall, with the consent of the managers and the Education Department, be extended so as to end on the last day of _____ 19 _____[10], and (2) if the pupil-teacher defers the Queen's Scholarship Examination for a year in accordance with the Code, this engagement shall, with the consent of the managers, be extended so as to end on the last day of the month in which such deferred examination takes place.

1 Names, &c., in full of a quorum of the managers.
2 Name in full of the pupil-teacher.
3 Name, &c., in full, of father or other surety of the pupil-teacher.
4 Father, or as the case may be.
5 His or her.
6 July or January.
7 Preceding month.
8 Three full years; or any less number of years, provided (a) that the candidate has passed for admission the examination fixed for a later year in proportion to the reduced term of service; and provided also (b) that the end of the reduced term of service fall beyond the candidate's 18th year (completed).
9 The wages may be weekly or as the parties agree: they should be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.
The agreement may be in the following form:—
—— per ——in the first year, and this sum shall be increased by—— per——in each subsequent year of the engagement, but such increase may be stopped at the discretion of the Managers of the said School for the time being for the

When this engagement is so extended, the course of study of the pupil-teacher in the remainder of the year succeeding that in respect of which the pupil-teacher failed shall be the same as in the last-mentioned year; and that year shall not be reckoned in calculating any payment to be made under paragraph 6 of this agreement.

unexpired remainder of any year after receipt of notice from the Education Department that the pupil-teacher has failed to pass the examination, or to fulfil the other conditions of a pupil-teacher, according to the standard of the preceding year as prescribed in the Articles of the Code of the said Department applicable to the case.

5. The managers shall cause the pupil-teacher to receive, without charge, from a certificated teacher, or other qualified teacher approved by the Department, special instruction during at least five hours per week, of which hours not more than three shall be part of the same day. Such special instruction, and any instruction, in secular subjects, given to the pupil-teacher during school hours, shall be in the subjects in which the pupil-teacher is to be examined during this engagement, pursuant to the Code.

6. The pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct of a gross kind respectively; and this engagement shall be terminable by the managers or by the surety by a written notice of six months or in lieu of such notice by the payment on either side of[11] _____

_____

_____

_____

_____

_____

such payment to be recoverable as liquidated damages by the party entitled to receive it, and to be over and above the settlement of all other accounts between the parties.

10 One year later than the second date in paragraph 2.

11 The following words may be inserted—£3 in the first year, and an additional pound in each succeeding year of the engagement, but never exceeding £5 in the whole.

12 His or her.

13 All the parties named must sign, but need not do so together. Each signature should be written in a separate line, and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

7. The pupil-teacher enters into this engagement freely and voluntarily on h[12] _____ own part, and with the privity and consent of the surety.

8. The surety shall clothe, feed, lodge, and watch over the pupil-teacher during the continuance of this engagement in a proper manner.

Signed[13] this _____ day of _____

_____ in the presence of _____

_____ in the presence of _____

_____ in the presence of _____

_____

N.B.—1. This memorandum must be executed *by all the parties named in it, viz.* :—

Managers.
Surety.
Pupil Teacher.

2. If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp.

3. The memorandum, when executed, should be deposited with the School papers (Article 8 (*b*)). The surety should have either an executed duplicate (which requires a second stamp), or a certified copy. If any of the managers are changed (*by removal, or otherwise*), a new agreement in the following form should be executed.

II.—Form of New Agreement on Change of Managers.

(*To be endorsed on the Memorandum of Agreement.* Form 1.)

MEMORANDUM OF AGREEMENT between[1] _____

_____

the persons described in the within-written agreement as *the Managers*,[2] _____

_____

_____ herein-after called *the Managers*,

_____ herein-after called *the pupil-teacher*,[3]

and[4] _____ herein-after called the *surety*.

1. THE SAID[1] _____

_____

the pupil-teacher and the surety hereby rescind the within-written Agreement, and mutually agree that the same shall be henceforth determined and of no further force as regards the future.

2. The Managers, the pupil-teacher, and the surety hereby mutually agree to adopt and enter into an agreement in the same words, and to the same effect as the within-written agreement for the unexpired term thereof; and that the like obligation and responsibility shall exist and be of force between them in like manner and to all intents and purposes as if the name of the said[5] _____

_____

_____

had been inserted therein and signed thereto, instead of the name of the said[6] _____

Signed[7] this _____ day of _____, 19 ,

_____ in the presence of _____

_____ in the presence of _____

_____ in the presence of _____

N.B.—This memorandum must be executed *by all the parties named in it, viz.* :—

Managers.
Surety.
Pupil Teacher.

If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp.

1 The Managers in the original Memorandum, and the Executors of any of them who are deceased.

2 The present Managers including the new Manager or Managers.

3 The pupil-teacher.

4 *The surety* in the existing Memorandum

5 The new Manager or Managers.

6 Deceased or out-going Manager or Managers.

7 All the parties named must sign, but need not do so together. Each signature should be written in a separate line, and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

BOMBAY BRANCH R.A.S. JACKSON MEMORIAL COLLECTION. ROYAL ASIATIC SOCIETY

III.—Form of Memorandum of Agreement (Article 36).

(*For a Board School.*)

MEMORANDUM OF AGREEMENT between the School Board of[1] _____ herein-after called *the Board*[2], _____ herein-after called *the pupil-teacher*, and[3] _____ herein-after called *the surety*, the[4] _____ of the pupil-teacher.

The Board, for themselves and their successors, covenant with the pupil-teacher, and with the surety, h[5] _____ executors and administrators and assigns, and the pupil-teacher and the surety for himself, his executors, administrators, and assigns, covenant with the Board and their successors, as follows:—

1. The pupil-teacher is engaged to serve under a certificated teacher during the usual school hours in keeping and teaching the[6] _____ school of the said Board, but so that the said pupil-teacher shall not serve therein more than five hours upon any one day, nor more than 20 hours in any one week. Sunday is expressly excluded from this engagement.

2. This engagement shall begin on the first day of[7] 19 _____, and, subject to the proviso in paragraph 4, shall end on the last day of[8] _____ 19 __[9], but if the pupil-teacher shall, with the consent of the other parties hereto, enter a Training College as a Queen's Scholar before the last-mentioned date, or such later date as shall be fixed by an extension of the engagement under paragraph 4, this engagement shall thereupon end.

3. The Board shall pay to the pupil-teacher as wages[10] _____

4. *Provided* always, that (1) if the pupil-teacher fails to pass the examination prescribed by the Code for any year, this engagement shall, with the consent of the Board and the Education Department, be extended so as to end on the last day of _____ 19____[11]; and (2) if the pupil-teacher defers the Queen's Scholarship Examination for a year in accordance with the Code, this engagement shall, with the consent of the Board, be extended so as to end on the last day of the month in which such deferred examination takes place.

When this engagement is so extended, the course of study of the pupil-teacher in the remainder of the year succeeding that in respect of which the pupil-teacher failed shall be the same as in the last-mentioned year; and that year shall not be reckoned in calculating any payment to be made under paragraph 6 of this agreement.

5. The Board shall cause the pupil-teacher to receive without charge, from a certificated teacher, or other qualified teacher approved by the Department, special instruction during at least five hours per week, of which hours not more than three

1 Name of the School Board.
2 Name in full of the pupil-teacher.
3 Name, description, and address in full of father or other person who is to be the surety of the pupil-teacher.
4 Father, or other relation or friend of the pupil-teacher as the case may be.
5 His or her.
6 Name of the School.
7 July or January.
8 Preceding month.
9 Three full years, or any less number of years, provided (*a*) that the candidate has passed for admission the examination fixed for a later year in proportion to the reduced term of service; and provided also (*b*) that the end of the reduced term of service fall beyond the candidate's 18th year (completed).
10 The wages may be weekly, or as the parties agree; they should be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.
The agreement may be in the following form:—
——per——in the first year, and this sum shall be increased by——per——in each subsequent year of the engagement, but such increase may be stopped at the discretion of the Managers of the said School for the time being for the unexpired remainder of

any year after receipt of notice from the Education Department that the pupil-teacher has failed to pass the examination, or to fulfil the other conditions of a pupil-teacher according to the standard of the preceding year as prescribed in the Articles of the Code of the said Department applicable to the case.

11 One year later than the second date in paragraph 2.

12 The following words may be inserted:—
£3 in the first year, and an additional pound in each succeeding year of the engagement, but never exceeding £5 in the whole.

13 His or her.

14 All the parties named must execute it by sealing and delivering it, but need not do so together. Each signature should be written in a separate line, and must be attested by the signature of a witness who sees it made.
The same witness may attest more than one execution.

shall be part of the same day. Such special instruction, and any instruction in secular subjects, given to the pupil-teacher during school hours, shall be in the subjects in which the pupil-teacher is to be examined during this engagement, pursuant to the Code.

6. The pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct of a gross kind, respectively; and this engagement shall be terminable by the Board or by the surety by a written notice of six months, or in lieu of such notice, by the payment on either side of [12]

_____

_____

_____

such payment to be recoverable as liquidated damages by the party entitled to receive it, and to be over and above the settlement of all other accounts between the parties.

7. The pupil-teacher enters into this engagement freely and voluntarily on h[13] _____ own part, and with the privity and consent of the surety.

8. The surety shall clothe, feed, lodge, and watch over the pupil-teacher during the continuance of this engagement in a proper manner.

Seal.

Sealed and delivered[14] by the said Board, this _____ day of _____, 19____ by _____ _____ in the presence of _____

Seal.

and by _____ in the presence of _____

Seal.

N.B.—1. This memorandum must be executed *by all the parties named in it, viz.*:—

The School Board.
Surety.
Pupil Teacher.

2. If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp.

3. The memorandum, when executed, should be deposited with the School papers [Article 8 (*b*)]. The surety should have either an executed duplicate (which requires a second stamp) or a certified copy.

IV.—Form for Cancelling Engagements of Pupil Teachers.

(i.) FOR A VOLUNTARY SCHOOL.

(*To be endorsed on the original Memorandum.*)

The within-written Memorandum of Agreement is cancelled by the undersigned parties, being the same parties by whom it was executed.

Witness our hands, this _____ day of _____ 19___

_____

_____

(ii.) FOR A BOARD SCHOOL.

(*To be endorsed on the original Memorandum.*)

The within-written Memorandum of Agreement is cancelled by the undersigned parties being the same parties by whom it was executed.

Witness the seal of the said Board, and the hands and seals of the other parties, this _____ day of _____ 19___.

NOTE.—A SPECIAL FORM OF AGREEMENT IS PROVIDED FOR MARINE SCHOOLS.

V.—Form of Agreement for Engagement of Principal Teacher.

(This Agreement requires a 6d. stamp.)

MEMORANDUM OF AGREEMENT made this _____ day of _____ 19___, between _____

_____

_____

managers of the _____ school at _____, in the county of _____ (herein-after called the managers), of the one part, and[1] _____ (herein-after called the teacher), of the other part.

It is hereby mutually agreed as follows :—

1. The teacher shall teach and serve as schoolm_____ of the said school from the _____ day of _____, 19___, under the direction of the managers, in accordance with the requirements of the Education Department, and shall teach and instruct the pupil-teachers of the said school for the times and in the various subjects required by the regulations for the time being of the Education Department.

2. The managers shall pay to the teacher, for his services as teacher of the school, the sum of £_____ per annum, by[2] _____ payments on the _____ day of _____, the _____ day of _____, the _____ day of _____, and the _____ day of _____, commencing with the _____ day of _____ next, and shall also make to him (or her) the following further payments,[3] viz. :—

The sum of £_____ per annum for each pupil-teacher for the instruction of the same, such payment to be made[2] _____ on the aforesaid days.

1 Name of Schoolmaster or School-mistress.

2 Quarterly or monthly.

3 As it may be agreed. (See N.B. below.)

4 If there is a teacher's house.
5 He or she.

3. [4]The teacher, so long as[5] _____ shall be teacher of the school, shall have the use and enjoyment of the teacher's house with its appurtenances, and the managers shall keep the same in good and substantial repair, and shall pay all rates and charges thereon.

4. The holidays of the school shall not be less than _____ weeks in each year, to be appointed from time to time by the managers.

5. This agreement may be terminated at any time by either of the parties hereto, on giving to the other of them any three calendar months' previous notice in writing to that effect, and, if such notice be given by the managers, it shall be given in accordance with the decision of a meeting called for the special purpose, and of which every manager shall have had due notice.

6. On the termination of this agreement, from whatever cause, the teacher shall receive a proportionate share of the aforesaid remuneration calculated up to the day of such termination.

7. [4]On the termination of this agreement, from whatever cause, the teacher shall quit and deliver up possession of the school-house and premises occupied by him, and in default thereof shall forfeit and pay to the managers the sum of _____ for each day during which the house and premises shall be held over in the nature of a house rent, accruing from day to day, and recoverable as rent in arrear, by distress or otherwise.

As witness the hands of the parties hereto the day and year first above written.

Managers { _____ In the presence of _____
_____ In the presence of _____
_____ In the presence of _____

_____ Teacher.
In the presence of _____

N.B.—In order to satisfy Article 81 of the Code—

1. The managers and not the teacher must be responsible for the expenses incurred on account of repairs, cleaning, firing, and the purchase of books and apparatus.
2. The staff must be engaged and paid by the managers.
3. All moneys received must pass through the hands of the treasurer.
4. The teacher must not receive the residue of the school income after all expenses are paid.

SCHEDULE VII.

☞ Article 85 (*a*) of the Code provides as follows:—"All new school premises and enlargements must conform generally to the rules contained in Schedule VII., and the plans must be approved by the Department before such new premises and enlargements are passed under this Article."

Rules to be observed in Planning and Fitting up Public Elementary Schools.

School planning is the science of thoroughly adapting every part of a building, even the minutest detail, to the work of school teaching. Convenience of plan, suitable lighting, proper sub-division into classes, and thorough ventilation, with warmth, but without draughts, are its leading essentials. Attention to small points is of extreme importance. Sanitary laws are here as vital as in a hospital. The school-architect is recommended first to perfect his plan. His own skill should then enable him to clothe it with form, proportion, character, and colour.

These Building Rules are intended to assist School Managers, School Boards, and their Architects to produce the most compact, convenient, and economical plans of School Buildings.

The annual cost of maintenance should be kept in view as much as the capital expense.

It is desirable that, before instructing an architect, the teaching staff of a school should be well considered, so that the number of rooms and the accommodation of each may be approximately settled before the expense of building is incurred.

Requirements.

School Boards and School Promoters are requested to note that the Education Department require the following Plans, and that inattention to such requirement causes unnecessary correspondence and delay:—

I.—A BLOCK PLAN of the SITE, drawn in ink to a scale of 20 feet to an inch. This plan must indicate—

(*a.*) The position of the school buildings.
(*b.*) Out-buildings.
(*c.*) Playground.
(*d.*) Drains (collateral and main), with their fall and depth below ground.
(*e.*) Entrances.
(*f.*) Boundary walls, or fences, and their nature.
(*g.*) Roads.
(*h.*) The points of the compass.
(*i.*) The levels of the ground at the principal points.

(N.B.—For approval of site alone, the plan should show (*g.*), (*h.*), and (*i.*))

II.—A PLAN OF EACH FLOOR OF THE SCHOOLROOMS (AND TEACHER'S OR CARETAKER'S RESIDENCE, if any) drawn in ink to a scale of 8 feet to an inch. The internal fittings of the rooms (*fire-places, group of desks, benches, &c.*) must be accurately shown. The plan should also state whether the rooms are intended for boys, girls, or infants. In cases of enlargement, a plan showing the buildings as they exist is needed.

III.—SECTIONS and at least four ELEVATIONS, also drawn in ink to a scale of 8 feet to an inch. The ceiling, the positions of window-heads in relation thereto, and the mode of ventilation must be shown.

N.B.—(a.) *Pencil drawings cannot be received, but coloured tracings in ink on tracing cloth may be submitted while plans are in the preliminary stage of pencil, so that suggested alterations can be adopted without difficulty or expense.*

(b.) *Diagrams are of no value and cannot be accepted.*

(c.) *In the case of enlargements or alterations, the whole site and the existing building should be as accurately shown in every respect as the proposed changes.*

(d.) *All plans should be dated, the scales drawn on, and dimensions figured.*

IV.—A DETAILED SPECIFICATION separated under the several branches of the Building Trade.

V.—A SECTION OF THE DESK proposed to be used, drawn to a scale of 1½ inches to a foot.

N.B.—The edge of the desk when used for writing should be vertically over the front edge of the seat.

Building Rules.

1. PLANNING AND ACCOMMODATION.

1. In planning a school, the first thing is to seat the children in the best manner for being taught. The accommodation of each room depends not merely on its area, but also on its shape (especially in relation to the kind of desk proposed), the positions of the doors and fireplaces, and its proper lighting. The second point is to group the rooms together in a compact and convenient manner.

2 & 3. SCHOOLROOMS.

2. Every school must have a schoolroom as hereunder, or a Central Hall as under Rule 8. The proper width for a schoolroom is from 18 to 22 feet. In a room 18 feet wide groups of long desks, three deep, should be used; where four rows are used the width should be 21 feet 6 inches, and if the width is 22 feet, dual desks, five rows deep, are most suitable. (For class-rooms, see Rule 7.)

(*a.*) Accommodation in schoolrooms for elder children is calculated by the number of children seated at desks and benches, subject to a minimum of 10 square feet per child being provided. For the mode of calculating accommodation in class-rooms see Rule 7, in infant schools see Rule 16 (*f*).

(*b.*) Double bank schools (now almost obsolete) require rooms 32 feet wide, walls left clear for three rows of desks, and ample lighting from windows on both sides extending to ceiling.

(*c.*) Wasted space cannot be considered.

3. The doors and fireplaces should be arranged so as to allow of the whole of one side of any school or class-room to be left free for the groups of benches and desks.

(*d.*) No schoolroom lighted from one side only can be approved. The gable ends should be fully utilised for windows. (See also Rules 9 and (9 *b*).)

4. Walls, Floors, and Roofs.

4. The walls of every room used for teaching, *if ceiled at the level of the wall-plate*, must be at least 12 feet high from the level of the floor to the ceiling; and, if the area contain more than 360 superficial square feet, 13 feet, and, if more than 600, then 14 feet.

(*a.*) The walls of every room used for teaching, *if ceiled to the rafters and collar beam*, must be at least 11 feet high from the floor to the wall-plate, and at least 14 feet to the ceiling across the collar beam.

(*b.*) Great care should be taken to render the roofs impervious to cold and heat.

(*c.*) Roofs open to the apex are not approved. They can only be permitted where the roofs are specially impervious to heat and cold, and where apex-ventilation is provided. Iron tie-rods are least unsightly when placed horizontally.

(*d.*) The whole of the external walls of the school and residence must be solid. *If of brick*, the thickness must be at least one brick and a half; and *if of stone*, at least 20 inches.

(*e.*) All walls, not excepting fence walls, should have a damp-proof course just above the ground line.

(*f.*) The vegetable soil within the area of the building should be removed, the whole space covered by a layer of concrete not less than 6 inches thick, and air bricks inserted in *opposite* walls to ensure a through current of air under floors for ventilation to joists.

(*g.*) Timber should be protected from mortar and cement by asphalte or tar.

5. Entrances.

5. Entrances should be separate for each department. In large schools more than one entrance to each department is desirable. (See also Rule 10.) The principal entrances should never be through the cloak-room. Entrance doors and the doors of main rooms should open outwards as well as inwards. A porch should be external to the schoolroom. An external door ing outside steps requires a landing between the door and the steps.

6. Cloak-rooms and Lavatories.

6. Cloak-rooms should not be passages, and should be external to the schoolrooms and class-rooms, with gangways at least 4 feet wide between the hanging-rails, and amply lighted from *the end*. They should not be placed against a gable wall. (See Rule 3 (*a.*).) The hanging-rail should be arranged so that the children can enter and leave the cloak-room without confusion or crowding. Hat-pegs should be 12 inches apart, numbered, and of two tiers. The lineal hanging-space necessary to provide a separate peg for each child is thus 6 inches.

Thorough ventilation is essential, so that smells are not carried into the school.

Lavatory basins are needed. (*See Rule* 13 (*h*).) Girls' schools require a larger number than boys' or infants'.

A lock-up slop sink, water tap, and cupboard are desirable for the caretaker.

7. Class-rooms.

7. Class-rooms are calculated at 10 square feet if not providing accommodation for more than 60 children. Six rows of dual desks or five rows of long-length desks are permissible in such class-rooms. Rule 2 applies to all rooms providing accommodation for more than 60, or being more than 24 feet 8 inches deep from the window wall.

In all class-rooms the children's desks should be so arranged that the teacher's desk shall be not more than 20 feet from the centre of the back row, and that that row shall not subtend an angle greater than 60° at the teacher's desk.

(*a.*) The minimum size of class-room is 18 feet by 15 feet. If desks are placed longitudinally the width should not be less than 16 feet. This latter width is also allowed in schoolrooms of very small size.

(*b.*) The class-rooms should never be passage-rooms from one part of the building to another nor from the schoolrooms to the playground or yard, and should be on the same level as the schoolroom. Each should be easily cleared without disturbance to any other room. Doors should open both ways.

(*c.*) The number of class-rooms should be sufficient for the size and circumstances of the school.

(*d.*) The excessive use of movable partitions should be avoided.

8. Halls.

8. Large schools are sometimes planned with a Central Hall, from which the class-rooms are entered. The Hall must be fully lighted, warmed, and ventilated, and must contain a floor space of not less than 1,200 square feet. Halls of excessive size are not approved.

It is not desirable, as a rule, to provide for the teaching of classes in a Central Hall, except in the case of a mixed school, where the presence of a teacher in the Hall, teaching a class, is beneficial in keeping order among the children passing through.

In infant schools, a class in the Hall is especially to be avoided, because the exercises and marching of the infants prevent it from being efficiently taught.

In boys' and girls' schools, one class (or under special circumstances two classes) may sometimes be allowed in the Central Hall, if the Hall is suitably planned for the purpose. The position of such class or classes should be shown on the plan.

9. Windows.

9. Every part and corner of a school should be fully lighted. The light should, as far as possible, *and especially in class-rooms*, be admitted from the left side of the scholars. [This rule will be found greatly to influence the planning. (*See Rules* 3 (*a*), 9 (*b*), *and* 11 (*a*).] All other windows in class-rooms should be regarded as supplementary, or for summer ventilation. Where left light is impossible, right light is next best. Windows full in the eyes of teachers or scholars

are not approved. In rooms 14 feet high any space beyond 24 feet from the window wall is insufficiently lighted.

(*a.*) Windows should never be provided for the sake merely of external effect. All kinds of glazing which diminish the light, and are troublesome to keep clean and in repair, should be avoided. A large portion of each window should be made to open for ventilation and for cleaning.

(*b.*) The sills of the main lighting windows should be placed about 4 feet above the floor. And the tops of some should reach nearly to the ceiling with a portion made to swing. The ordinary rules respecting hospitals should here be remembered. *Large spaces between the window heads and the ceiling are productive of foul rooms.*

(*c.*) Skylights are objectionable, and should never be resorted to where windows are possible. Plans needlessly involving their use cannot be approved, except in the case of central halls having ridge, or apex, ventilation.

10. Staircases.

10. A staircase should be fireproof and external to the schoolroom. No triangular steps or "winders" should be used. Each step should be about 13 inches broad, and not more than 5½ to 6 inches high. The flights should be short and the landings unbroken by steps. The number of staircases should be sufficient not only for daily use, but also for rapid exit in case of fire or panic.

11. Ventilation.

11. Apart from open windows and doors, there should be provision for copious inlet of fresh air; also for outlet of foul air at the highest point of the room; the best way of providing the latter is to build to each room a separate air chimney carried up in the same stack with smoke flues. An outlet should have motive power by heat or exhaust, otherwise it will frequently act as a cold inlet. The principal point in all ventilation is to prevent stagnant air. Particular expedients are only subsidiary to this main direction. Inlets are best placed in corners of rooms furthest from doors and fire-places, and should be arranged to discharge upwards into the rooms. Gratings in floors should never be provided. Inlets should provide a minimum of 2½ square inches per child, and outlets a minimum of 2 inches. All inlets and outlets should be in communication with the external air. Rooms should, in addition, be flushed with fresh air from windows about every two hours.

A sunny aspect is especially valuable for children, and important in its effects on ventilation and health.

(*a.*) Although lighting from the left hand is considered so important, ventilation in summer demands also the provision of a small swing window as far from the lighting as possible, and near the ceiling.

12. Warming.

12. The warming should be moderate and evenly distributed so as to maintain a temperature of from 56° to 60°. When a corridor or lobby is warmed, the rooms are more easily dealt with, and are less liable to cold draughts. Where schools are wholly warmed by hot water, the principle of direct radiation is recommended. In such cases open grates in addition are useful for extra warming occasionally, and their flues for ventilation always.

(*a.*) A common stove, with a pipe through the wall or roof, can under no circumstances be allowed. Stoves are only approved, when

(i) provided with proper chimneys (as in the case of open fires);

(ii) of such a pattern that they cannot become red-hot, or otherwise contaminate the air;

(iii) supplied with fresh air, direct from the outside, by a flue of not less than 72 inches superficial; and

(iv) not of such a size or shape as to interfere with the floor space necessary for teaching purposes.

(*b.*) A thermometer should always be kept hung up in a school.

13. Sanitary Arrangements.

13. Water-closets within the main school building are not desirable, and are only required for women teachers. All others should be at a short distance, and completely disconnected from the school. Privies should be fully 20 feet distant.

(*a.*) The doors, staircases, and passages leading from the schoolroom to the latrines (whether in mixed or in other schools), and the latrines themselves, must be separate for the two sexes, and constructed entirely apart from each other. In the case of a mixed school this rule especially affects the planning. Where passages or corridors are *unavoidably* used by both sexes, there must be complete supervision from the class-rooms by sheets of clear glass.

(*b.*) Each closet must be not less in the clear than 2 feet 3 inches wide, nor more than 3 feet, *fully lighted and ventilated* and properly screened or supplied with a door. More than one seat is not allowed in any closet.

(*c.*) The children must not be obliged to pass in front of the teacher's residence in order to reach their latrines.

(*d.*) The following table shows approximately the number of closets needed :—

	For Girls.	For Boys.	For Infants.
Under 30 children...	2	1	2
,, 50 ,, ...	3	2	3
,, 70 ,, ...	4	2	3
,, 100 ,, ...	5	3	4
,, 150 ,, ...	6	3	5
,, 200 ,, ...	7	4	6
,, 300 ,, ...	8	5	7
		Urinals in proportion.	

(*e.*) Cesspits and privies should only be used where unavoidable, and should be at a distance of at least 20 feet from the school. [Building Form "A," which may be obtained on application, gives suggestions as to their construction and arrangement.] Earth or ash closets of an approved type may be employed in rural districts, but drains for the disposal of slop and surface water are still necessary. The proximity of drinking-wells should be carefully avoided.

(*f.*) Soil-drains must always be laid outside the building (on a hard even bottom or concrete) in straight lines with glazed stoneware pipes, carefully jointed in cement and made absolutely water-tight. A diameter of 4 inches is sufficient unless for drains receiving the discharge of more than 10 closets. Above this number the diameter should be 6 inches. The fall should never be less than 1 in 30 for 4-inch, and 1 in 40 for 6-inch drains. An inspection opening or chamber should be provided at each change of direction so as to facilitate cleansing the drain without opening the ground. Every soil-drain must be disconnected from the main sewer by a properly constructed trap placed on the line of drain between the latrines and the public sewer. This trap must be thoroughly ventilated by at least two untrapped opening; one being the 4-inch soil pipe carried up full size above the roof, and the other an inlet pipe connected with the side of the trap furthest from the public sewer. Automatic flushing tanks are desirable where trough closets are used

(*g.*) Urinals must in all cases have a sufficient supply of water for flushing.

(*h.*) Waste pipes from sinks or lavatories should be first trapped inside and then made to discharge direct through an outer wall over a trapped gulley.

14. Desks.

14. Benches and desks, graduated according to the ages of the children, hould be provided for all the scholars, and placed at right angles to the light. (See also Rules (*a*) and 9.) The benches should be fitted with backs.

An allowance of 18 inches per scholar at each desk and bench will suffice (except in the case of the dual desk), and the length of each group should therefore be some multiple of 18 inches, with gangways of 18 inches between the groups and *at the walls*. A desk for one child needs no gangway next the wall. In the case of the dual desk the usual length is 3′ 4″, and the gangways 1′ 4″.

(*a.*) The desks should be *very slightly* inclined. An angle of 15° is sufficient. The objections to the inclined desk are, that pencils, pens, &c., are constantly slipping from it, and that it cannot be conveniently used as a table. The objection to the flat desk is that it has a tendency to make the children stoop. A raised ledge in front of a desk interferes with the arm in writing.

(*b.*) No benches and desks, three rows deep, should be more than 12 feet long, nor, when four rows deep, more than 9 feet long. And no group of long desks, in a schoolroom providing for more than 60 children, should contain more than four rows of benches and desks even when the width is more than 21 feet 6 inches (Rule 2), because in proportion as the depth is increased, the teacher must raise his voice to a higher pitch; and this becomes exhausting to himself, while at the same time it adds inconveniently to the general noise.

With the use of the dual desk the space between seat and desk disappears, as the children stand in the gangways.

15. Sites and Playgrounds.

15. Every school should have an open airy playground proportioned to the size and needs of the school, and the site should, if possible, have a building frontage in proportion to its area. The minimum size of site is, in the absence of exceptional circumstances, a quarter of an acre for every 250 children. If the school is of more than one story this area may be proportionally reduced; but the minimum unbuilt on or open space of 30 square feet per child should be preserved.

(*a.*) In the case of a mixed school of large size, playgrounds should be separate for the boys and girls.

(*b.*) All playgrounds should be fairly square, properly levelled, drained, inclosed, and fitted with some simple appliances. A portion should be covered, having one side against a boundary wall. A covered way should never connect the offices with the main building. Buttresses, corners, and recesses should be avoided.

(*c.*) An infant school should have its playground on the same level as the school, and open to the sunshine.

16. Infant Schools.

16. Infants should not, except in very small schools, be taught in the same room with older children, as the noise and the training of the infants disturb and injuriously affect the discipline and instruction of the other children. Access to the infants' room should not be through the older children's schoolroom.

(*a.*) There must be no opening wider than an ordinary doorway between an infants' and any other schoolroom, because of the sound of the infant teaching.

(*b.*) An infant school (and playground) should always be on the ground floor, and, if more than 80 scholars are admitted, should have one gallery and a small group of benches and desks for the occasional use of the older infants.

(*c.*) No infant gallery should hold more than 65 infants, nor in a babies' room more than 50. The back should consist of a wooden rail fixed slightly below the level of the children's shoulders. It should be well lighted from one side. The light for object lessons is as good from the right as from the left.

(*d.*) The width of an infant schoolroom should be in proportion to its size, but not more than 24 feet. A covered marching-ground is desirable.

(*e.*) The babies' room should always have an open fire, and be maintained at a temperature of about 65°. As a rule it should not contain more than 50 children, and should be under supervision from the schoolroom. Large schools may require two communicating rooms for babies, one fitted with low Kindergarten desks, the other providing ample floor space for exercises.

(*f.*) The accommodation of an infant school is calculated at 9 sq. ft. for each child, after deducting wasted or useless space. Care should be taken that the numbers are conveniently seated and that space is left for marching.

(*g.*) Where a Second Standard is taught in an infant school a separate class-room is necessary, and its accommodation is calculated at 10 square feet per child.

(*h.*) Infant class-rooms should, as a rule, not contain more than 60.

17. Cookery.

Cookery Centres.

17. (*a.*) A Cookery Centre should be capable of accommodating one class of 18 at practice and 54 at demonstration at any one time. It should contain not less than 750 superficial feet and 10,500 cubic feet. It should be approached by a separate entrance. A recess for scullery purposes is necessary, and also a bonnet-room.

A gallery or raised platform with desks is necessary, and should measure 25 feet by 12 feet 6 inches. This will permit seating accommodation to be provided for five rows of eleven children.

The floor space for practical work should not be less than 25 feet by 13 feet 6 inches, and should not be encumbered with desks, cupboards, and stoves.

The sink should be placed in full view of the teacher and children, and should be fitted with cold water supply and a waste-pipe.

The gas-stove should have a pipe fixed to the oven to carry off noxious fumes.

In Cookery and Laundry Centres the ventilation needs special arrangements. The temperature should not be allowed to rise above 70.

The apparatus for lessons in Cookery should include such stoves and other appliances as are usually found in the homes of the children.

Cookery Class-rooms.

(*b.*) A class-room used for Cookery should, as a rule, contain at least 600 superficial feet and 8,400 cubic feet, and should be so placed that smells from it cannot pervade other rooms.

18. Rooms for Special Instruction.

18. Workshops and laundries should be of simple construction, and are best entirely apart from the school.

Unnecessary rooms will not be sanctioned. One room for drawing, or chemistry, or manual instruction, or laundry work, or cookery will often serve for several schools in the same neighbourhood.

The plan, arrangements, construction, lighting, and ventilation of a manual instruction room should be suitable for a workshop rather than for a school.

The construction should accordingly be simple. The roof may be either of lean-to, or other ordinary form, according to circumstances. Its height at the windows in front of the benches need not be more than 16 feet. The light must be ample. The temperature should not be so high as in an ordinary class-room. A flat ceiling is not, as a rule, necessary. The ventilation should be ample by inlets at a height of five feet from the floor, and by outlets at the highest point.

Laundry Centres should contain 750 superficial feet, and should have a gallery or raised platform with desks for 42 children.

A room used for Laundry work should contain at least 600 superficial and 8,400 cubic feet.

Laundry tables should be large enough to allow at least 3 feet of space for each child when ironing.

19. Teacher's House, &c.

19. The *Residence for the Master or Mistress* should contain a parlour, a kitchen, a scullery, and three bed-rooms, and the *smallest* dimensions which their Lordships can approve are—

For the parlour -	- 12 ft. by 12 ft.	of	8 feet in height to wall-plate.
,, ,, kitchen -	- 12 ft. by 10 ft.	superficial area;	8 feet
,, one of the bed-rooms	12 ft. by 10 ft.		8 feet if ceiled at wall-plate; or 7 feet to wall-plate, and 9 feet to ceiling.
,, two other bed-rooms	9 ft. by 8 ft.		

(*a.*) The residence must be so planned that the staircase is immediately accessible from an entrance-lobby and from the parlour, kitchen, and each bed-room, without making a passage of any room.

(*b.*) Each bed-room must be on the upper storey, and must have a fireplace.

(*c.*) The parlour must not open directly into the kitchen or scullery.

(*d.*) There must be no internal communication between the residence and the school.

(*e.*) Windows should be carried up as nearly to the ceilings as practicable.

(*f.*) There must be a separate and distinct yard, with offices.

(*g.*) A Caretaker's house need not be quite so large.

(*h.*) All houses should be separate from and not built as part of the school-house.

20 & 21. Loans.

20. No loan of money can be obtained from the Public Works Loan Commissioners unless the whole cost of the school, exclusive of site, legal expenses, extra rooms for instruction authorised by the Code, and residences (if any) is kept within the sum of 10*l.* per child accommodated. An allowance will also be made in reference to the cost of a Central Hall not calculated in the accommodation (Rule 8). Rooms for extra subjects recognised by the Code, such as drawing, chemistry, cookery, &c., will have an allowance varying from 15*s.* to 20*s.* per square foot, and workshops, one varying from 10*s.* to 15*s.* per square foot. From 275*l.* to 500*l.* will be allowed for a caretaker's house. Whether the necessary loan be borrowed in the open market or not, extravagant plans cannot be approved.

21. The Department do not entertain applications for loans in respect of expenditure incurred without their previous sanction, which is based on plans, specifications, and actual tenders. Applications for loans should therefore include all the items in the first instance.

In order to secure due economy and the avoidance of confusion at completion a provisional prime-cost amount of not more than 2½ per cent. may, if considered desirable, be included in building contracts in view of unavoidable contingencies, but the contract should contain a clause that no claim for extras can be even considered, unless the work has been ordered in writing by the architect, and the order bears the counter-signature of the Clerk of the School Board.

SCHEDULE VIII.

EXAMINATIONS AND CERTIFICATES RECOGNISED FOR SPECIAL PURPOSES.

Art. 51 (b). The following are the examinations recognised by the Department under Article 51 (*b*).

The Oxford University First Public Examination before Moderators.
The Cambridge University Previous Examination.
The Examination for Vice-Chancellor's Certificate of Oxford University Extension.
The Cambridge University Extension Examination for Certificates for Affiliation to the University.
The Cambridge University Examination for the Vice-Chancellor's Certificate of Systematic Study, including the Examination in Mathematics and Languages.
The Durham University First Public Examination in Arts.
The Durham University Second Public Examination in Letters.
The Examination of the National Froebel Union for Certificates. (*For Teachers in Infant Schools or Classes only.*)
The Oxford Local Examination for Senior Students.
The Oxford University Examination for Women.
The Cambridge Local Examination for Senior Students.
The Cambridge Higher Local Examination.
The Higher Certificate of the Durham University Local Examination.
The University of London Matriculation Examination.
The Dublin Senior Examination for Women.
The Edinburgh Local Examination for Senior Certificate.
The Victoria University Preliminary Examination.
The Glasgow Local Examination for Senior Certificate.
The Aberdeen Higher Certificate for Women.
The St. Andrews Local Examination for Senior Certificate.
The St. Andrews L.L.A. Examination for Women.
The Higher Certificate of the Oxford and Cambridge Schools Examination Board.
The College of Preceptors Examination for the teacher's diploma.
The First Class Certificate Examination of the College of Preceptors.
The Examination of the University of Cambridge in the Theory, History, and Practice of Teaching.
The Royal University of Ireland Matriculation Examination.
The University of Wales Matriculation Examination.
The Trinity College, Dublin, Matriculation Examination followed by one examination of the subsequent Undergraduate Course in Arts.
The Senior Certificate Examination of the Central Welsh Board.

Art. 60 (b). The following are the certificates in the Theory and Practice of Teaching recognised by the Department under the proviso to Art. 60 (*b*).

Schoolmaster's Diploma granted to graduates by Edinburgh University.
The Certificate of the University of Cambridge in the Theory, History, and Practice of Teaching, if accompanied by the Certificate of Practical Efficiency in Teaching.
The Diploma granted by the University of Oxford in the Theory, History, and Practice of Education.
The Teacher's Diploma of the University of London.
The Teacher's Diploma of the Victoria University.
The Diploma of Associate, Licentiate, or Fellow of the College of Preceptors, if accompanied by the special certificate of ability to teach.
The Durham University Certificate of the Theory and Practice of Teaching.
The Diploma of the University of Dublin in Theoretical and Practical Teaching.

Art. 101 (g) (h) and (i). The following are the training schools of cookery, laundry work, and dairy work, the certificates of which are recognised by the Department under Article 101 (*g*), (*h*), and (*i*).

1.—COOKERY (ART. 101 *(g)*).

Birmingham Midland Institute. (*Discontinued.*)
Birmingham, National Society's.
Chester.
Devon County Council.
Dorset County Council.
Dublin.
East Suffolk County Council. (*Discontinued.*)
East Sussex Technical School for Women and Girls.
Edinburgh.
Glasgow, West End.
Lambeth, National Society's.
Liverpool.
Manchester School of Domestic Economy.
National Training School of Cookery. (*Formerly known as South Kensington School Cookery.*)

National Union for the Technical Education of Women in Domestic Sciences, with the following branches—

Bath.
Battersea Polytechnic.
Berkshire. (*Discontinued.*)
Blackburn. (*Discontinued.*)
Brecon. (*Discontinued.*)
Bristol.
Cambridge. (*Discontinued.*)
Chester. (*No longer in connection with the National Union.*)
Chesterfield. (*Discontinued.*)
Derbyshire. (*Discontinued.*)
Glasgow.
Gloucestershire.
Leeds.
Leicester. (*No longer in connection with the National Union.*)
Liverpool. (*No longer in connection with the National Union.*)
Midland (*Birmingham.*) (*Discontinued.*)
Northern Counties (*Newcastle-on-Tyne*).
Preston.
Sheffield.
Wakefield. (*Discontinued.*)
Wiltshire. (*No longer in connection with the National Union.*)
Wolverhampton. (*Discontinued.*)

Norfolk and Norwich.
Northamptonshire (*Northampton*).
North Midland (*Leicester*).
Nottingham Technical School for Women. (*Discontinued.*)
Salisbury. (*Discontinued.*)
South Wales and Monmouth (*Cardiff.*)
Staffordshire County Council.
Watford Heath Elementary School Kitchen. (*Discontinued.*)
Wiltshire.

2.—LAUNDRY WORK (ART. 101 (*h*)).

Chester.
Dublin.
Edinburgh.
Glasgow, West End.
Liverpool.
London School Board and City and Guilds Institute. (*Discontinued.*)
Manchester School of Domestic Economy.
National Training School of Laundry Work. (*Formerly known as South Kensington School of Cookery, &c.*)
National Union for the Technical Education of Women in Domestic Sciences, with the following branches—

Bath.
Battersea Polytechnic.
Bristol.
Glasgow.
Gloucestershire.
Leeds.
Liverpool. (*No longer in connection with the National Union.*)
Sheffield.
Wakefield. (*Discontinued.*)
Wiltshire. (*No longer in connection with the National Union.*)

Norfolk and Norwich.
Northern Counties (*Newcastle-on-Tyne*).
North Midland (*Leicester*).
Nottingham Technical School for Women. (*Discontinued.*)
South Wales and Monmouth (*Cardiff.*)
Wiltshire.

3.—DAIRY WORK (ART. 101 (*i*).)

Bath and West and Southern Counties Agricultural Society.
British Dairy Farmers' Association.
Durham College of Science (*Newcastle-on-Tyne*).
Eastern Counties Dairy Institution.
University College of North Wales (*Bangor*).
University College of Wales (*Aberystwith*).
University Extension College (*Reading*).
Warwickshire County Council Dairy Farm (*Warwick.*)

Art. 115 (d). The following are the examinations recognised by the Department for the purpose of Article 115 (*d*).

1. The Higher Certificate of the Oxford and Cambridge Schools Examination Board in subjects approved by the Department.
2. The Oxford University Higher Local Examination.
3. The Cambridge University Higher Local Examination.
4. The London University Matriculation Examination.
5. The Victoria University Preliminary Examination.
6. The University of Wales Matriculation Examination, if the candidate passes in all five subjects at one examination.
7. The Oxford University Senior Local Examination (Honours) in subjects approved by the Department.
8. The Cambridge University Senior Local Examination (Honours) in subjects approved by the Department
9. The Senior Certificate Examination of the Central Welsh Board, if the certificate is obtained in subjects approved by the Department, and the candidate has obtained at least one distinction.
10. Any corresponding or higher examination approved for the purpose by the Department.

APPENDIX A.

Regulations as to the time and manner of payment of fee grants.

(Elementary Education Act, 1891, sec. 1 (1).)

At the Council Chamber, Whitehall, the 26th day of August, 1891.

BY THE LORDS OF THE COMMITTEE OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION.

The Lords of the Committee of Privy Council on Education, by virtue and in pursuance of the powers vested in them under the Elementary Education Act, 1891, and of every other power enabling them in this behalf, do order, and it is hereby ordered, that the following regulations be observed:

(1.) Fee grants in aid of public elementary schools in England and Wales shall be calculated at one-twelfth of the rate prescribed by section 1, sub-section (1), of the Act for each month which shall have elapsed since the date, not being earlier than the 1st September, 1891, at which the school began to satisfy the conditions of the Act.

(2) Fee grants shall be paid by—

(*a*) *quarterly instalments* for each three months completed during the school year for which the grant is payable;

(*b*) *a final payment* with the annual grant payable to the school.

(3.) An *instalment* of fee grant shall not exceed three-twelfths of the rate prescribed by section 1, sub-section (1), of the Act multiplied by the number of children over 3 and under 15 years of age in average attendance, as defined by section 10 of the Act, during the last preceding school year.

Exceptions—

(*a*) Until the first final payment of fee grant has been made, the instalments of fee grant shall be calculated upon the total average attendance during the last preceding school year.

(*b*) If no school year has been completed before the 1st September, 1891, the instalments of fee grant, previous to the first final payment, shall be calculated upon the average attendance for such period as the Education Department may determine in each case.

(4.) A *final payment* of fee grant shall be the difference between the total fee grant payable for the year (section 1, sub-sections (1) and (2), and section 4, sub-section (3)), and the total of the instalments (if any) previously paid for that year.

(5.) *Instalments* of fee grants shall be paid—

(*a*) In the case of schools not provided by a school board, to the correspondent:

(*b* In the case of schools provided by a school board, to the treasurer.

(6.) In the case of a school which does not satisfy the conditions of the Act from the 1st September, 1891, but which at any subsequent date satisfies such conditions, the instalments of fee grant shall be payable from such last-mentioned date, if the first day of any month, and if not the first day of any month, then from the first day of the month next succeeding that date.

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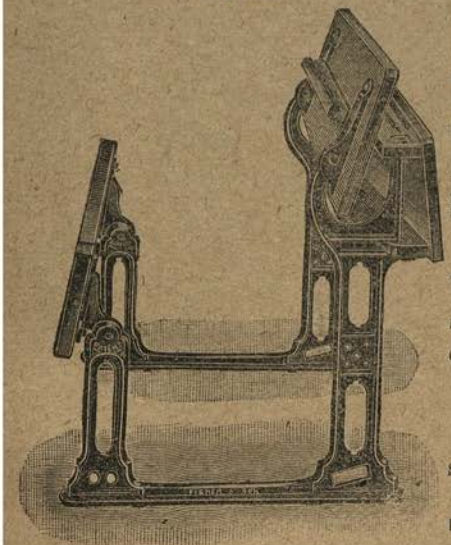

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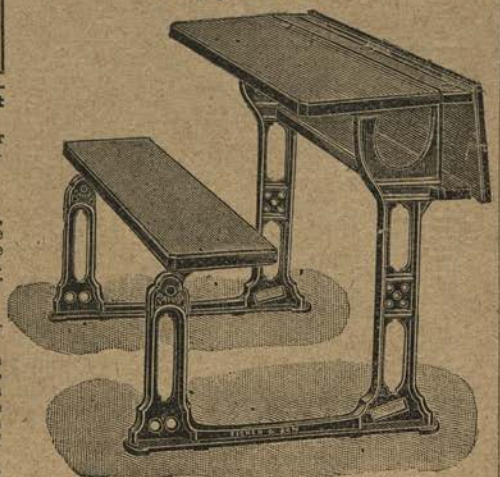

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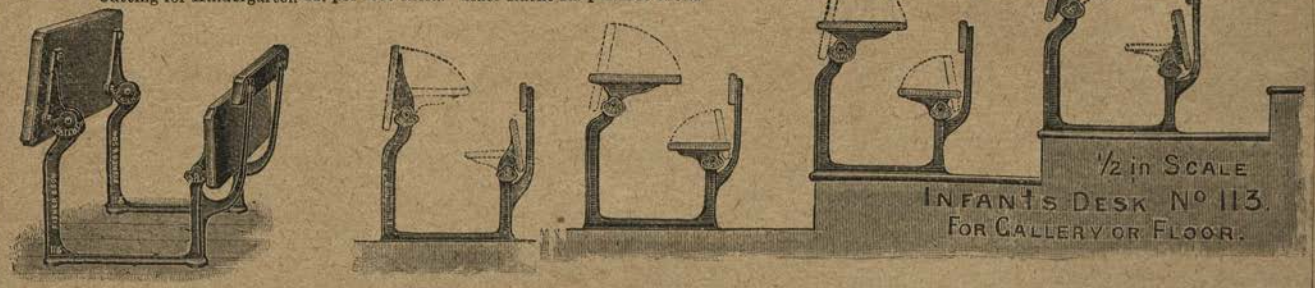

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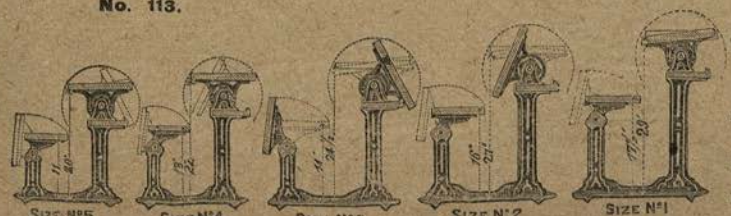

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REVISED INSTRUCTIONS ISSUED TO HER MAJESTY'S INSPECTORS, AND APPLICABLE TO THE CODE OF 1900.

EDUCATION DEPARTMENT, WHITEHALL,
27th February, 1900.

SIR,

1. THE alterations made in recent Codes have been mainly directed towards securing :—

Changes in the Code.

1. Greater financial stability of schools ;
2. More freedom and flexibility of classification among scholars ;
3. A more liberal and practical curriculum for schools generally, and
4. Provision for the special circumstances of small schools, especially in rural districts.

The effect of these changes has proved so beneficial that a further advance in the same direction may now safely be taken.

The Code for this year, therefore, provides that the regulations with regard to curriculum and grants shall be altered as follows, and that grants shall be paid accordingly for all school years ending on or after 31st March, 1901.

In infant schools and classes the grants now made under Article 98, viz., the Fixed and Variable Grants and the grants for Needlework, Drawing, and Singing, will be merged in a single grant covering the whole of the instruction given. This grant will be payable at one of two different rates according to the general efficiency and suitability of the school or class and the instruction given in it.

In schools for older children the grants now made under Article 101 (*a*) to (*f*), viz., the Principal Grant, the Discipline and Organisation Grant, the Drawing, Needlework, and Singing Grants, and the grants for Class and Specific subjects, will similarly be merged in a single Principal Grant, also payable at one of two different rates, according to the suitability and sufficiency of the education given.

This grant will cover the whole of the instruction which is required and which should ordinarily be given in all schools, but not such special subjects of instruction as can be taken in some schools only, and which, whether taught at the school or at central classes, involve a corresponding special expense. The grants payable under former Codes in respect of instruction in cookery, laundrywork, dairy-work, cottage gardening, and manual instruction will accordingly be continued, and to these a new special grant has been added for practical instruction in an approved course of household management.

In connection with this scheme of single grants, the regulations of the Code with regard to the nature and scope of the instruction which should be given in all schools have been recast with the view of co-ordinating the whole of the school work, giving more freedom of initiative to individual managers and teachers, and securing a more complete adaptation of the instruction to local requirements.

In infant schools and classes, the instruction will as heretofore include the elements of reading, writing, and arithmetic, needlework (for which drawing may be substituted for infant boys), appropriate varied occupations, singing, simple physical exercises, and simple lessons on common things.

In schools for older children the course of general instruction will as a rule include English (by which is to be understood reading, recitation, writing, composition, and grammar in so far as its bears upon the correct use of language), arithmetic, lessons on geography, history, and the common things of which a child should have some knowledge, singing, drill, or other suitable physical exercises, drawing for boys, and needlework for girls. The greatest freedom possible will be allowed to managers and teachers in planning and carrying out courses of instruction comprising these subjects. It will not be required that all of them should be taught in every class of the school; and one or more may even be wholly omitted in

any school which can satisfy the Inspector and the Department that there is good reason for such omission.

Over and above these subjects—which will form the general course of instruction in all schools—the subjects hitherto known as specific subjects may be taught to classes or to individual children; and it will be expected that one or more of them will be so taught, where the circumstances of the school, in the Inspector's opinion, make such teaching proper and desirable.

In determining which of the two rates of grant shall be paid, the Department will consider, both in schools for infants and in those for older children, not only the quality and sufficiency of the instruction given, but its suitability to the circumstances of the children and of the neighbourhood. A number of model schemes have been framed for the courses of instruction suitable to schools of different types, and may be had on application to the Department. These schemes have been framed to give help and guidance to managers and teachers, but are not prescribed for adoption. Any well-planned and practical scheme, carrying out the same general principles, and applying them as particular local requirements suggest, will be accepted as satisfactory. The new regulations are so framed as not to involve any violent or sudden change in the instruction actually being given in any well-organised school, but to enable such schools to continue their work on its present lines, with a greater freedom left to local initiative.

2. The new scale of grants will not apply to schools for any school year ending before 31st March, 1901. It would therefore be premature at present to make the detailed changes in the following instructions which will be necessary to bring them into conformity with the new arrangements.

Additions and alterations in the following paragraphs are, as before, indicated by asterisks in the margin; and special attention is directed to paragraphs 13, 35 39, and 41.

INSPECTION AND EXAMINATION.

3. Experience has proved that in all efficient schools the inspection of their ordinary working, if supplemented by careful periodical examinations as a part of the ordinary working of the school, is a more real guarantee of a proper distribution of public money than an annual examination with all its attendant drawbacks.

The Code accordingly now provides that at least one visit of inspection shall be made to every school in the course of the school year, and that it shall usually be followed by a second visit of the same nature, unless the school is subject to the annual visit.

The latest annual returns of the Inspectors show that a large majority of the schools have now been exempted from an annual examination, and it may be expected that within a short time all schools will have been exempted which show no indication of falling into a state of inefficiency.

Where a school shows signs of falling into a state of inefficiency, and you desire to satisfy yourself or the managers by exact evidence that your unfavourable judgment of its condition is fully justified, you may recommend the Department to place, or to continue, the school on the list of schools in which an annual visit is paid after the end of the school year.

Your visits of inspection will as a rule be without notice, in order that you may see the school, and judge of its conduct, in its ordinary condition. Visits without notice are not intended as visits of surprise, or of an inquisitorial or detective character, but rather as an ordinary incident in the course of the school work. Their object is to enable the inspector to observe the methods of instruction and the state of discipline and organisation, and to aid teachers and managers by advice or discussion.

4. A school may cease to be of sufficient merit to receive grants on the same scale as in previous years, and yet be in no danger of becoming inefficient. Whether to advise, in such a case, that it should be replaced on the list for annual examination is left to the discretion of H.M. Inspector. Where the inefficiency of the school is clear, it may even be necessary to give a formal warning under Article 86, without previously placing the school on the list for annual examination. But, in order to warrant this course, the circumstances must be very exceptional.

Whenever a school is subjected to a reduction of grant, or replaced on the list

for annual examination, or when a formal warning of inefficiency is given, the reasons must be clearly set out in the Inspector's report.

5. (*a*) You should attend early at the school, and you should avoid prolonging the inspection either in the morning or in the afternoon, or embarrassing the teachers and scholars by interrupting a lesson, or by want of clearness in asking questions. At your visit to the school you should examine the Log Book, the * Punishment Book (see Appendix II., sec. 32), the Portfolio, the Registers, the Cash Book and Vouchers, the Pupil Teachers' Memoranda of Agreement, and the text-books, note-books, and exercise books used by the pupil teachers.

General rules for inspection. (*b*) When time permits, you should satisfy yourself on each point in the instruction for which a grant is claimed. But the general conduct of a good school taught with vigour and intelligence may be held to be a sufficient guarantee for its success in points of detail, and one class selected as a sample, if well-taught, may be a sufficient guarantee for the success of a subject throughout the school. It may sometimes be necessary to request a deviation from the approved time-table; but the ordinary routine of a school should be as little disturbed as possible. No deviation made should be without good reason, or without previous consultation with the head teacher at the beginning of your inspection The time set apart for religious instruction should on no account be disturbed. Whenever you may find it necessary to test the teaching of a subject out of the ordinary routine, the class teacher should have the option of giving a new or of recapitulating a previous lesson. You should avoid requiring from any teacher more oral lessons than would have fallen to his share in the ordinary routine of the meeting. In most subjects your judgment of the efficiency of teaching should be partly based upon observation of ordinary practice lessons, such as practice work in arithmetic or a writing lesson, as well as of the oral teaching. Some oral questioning upon the knowledge of the scholars is desirable, and you should invite the teacher to question them, supplementing his questions yourself if you think it desirable. Written work should as a rule be required only in the fifth, sixth, and seventh standards, and there only when the nature of the subject demands it.

(*c*) At each inspection a short time may be devoted to conference with the managers (if their presence can be secured) and the head teacher on the general organisation and conduct of the school. If the managers have not been present, you may find it desirable to communicate with them in writing on these and other points suggested by your visit, and then considered with the * teachers. You should particularly call the attention of the managers to any improvements desirable in the school apparatus or the supply of books, as well as in the school premises and playgrounds. Your annual report should not enter into details as to particular portions of the school work, except where some special excellence or defect has to be noted, and you should avoid including in it any personal reflections on the teachers. The annual report should consist of a short description of the general character of the school as regards instruction, organisation, discipline, premises and apparatus.

(*d*) Except in cases of very marked deterioration, any reduction of the grant without a year's previous warning should be avoided. Managers should, in ordinary circumstances, be able to rely with reasonable certainty upon the stability of that portion of their income which is derived from the grant. Accordingly where in the course of the school year a falling off in efficiency has taken place to such an extent that, if no improvement is effected, it will, in your judgment, be impossible to recommend payment of the next year's grant at the previous rate, a distinct warning should be given to that effect in your annual report.

A few instances may, however, occur where a very marked reduction in efficiency in the course of the school year renders it impossible to justify payment of public money at the same rate as in the previous year. In such cases, both managers and teachers can hardly fail to be aware that they must expect a reduced grant and, moreover, though a year's warning cannot be given, the defects in the school will, as a general rule, have been pointed out in a less formal manner (as indicated below), and opportunity given for their removal, before any final decision is arrived at by the Inspector.

When an Inspector, at his first visit in a school year, finds that there is any serious falling off in efficiency, it will be his duty to point out to the teacher and the

managers (if they are present), the defects in the instruction, discipline, or organisation, and to give them his advice as to the best means of remedying those defects, and a note should also be made in the Log Book of the school. In such cases, a second visit should always be paid during the school year; if possible by H.M. Inspector personally. In some cases a third visit may be found necessary.

Though your visits will, as a rule, be paid without previous notice, it may be sometimes necessary to give notice of the date and hour of a proposed visit to secure the presence of the managers for conference, and for the production of the school accounts and the documents contained in the school portfolios, or to secure the attendance of pupil teachers taught under a system of central day classes, and of other teachers from whom the exercises of reading, recitation and teaching are required.

The accounts need not be examined twice in each year, but they should always be taken up at the last point at which they were examined by you. The independent audit of accounts now required in all schools does not relieve you from the duty of examining the accounts and satisfying yourself that they are properly kept, especially as regards the provisions of Article 90.

(*e*) You should ascertain whether sufficient attention is paid to the training of children, especially of the older scholars, in the habit of acquiring knowledge for themselves, and in the handling of books and other instruments required for its acquisition. From the beginning of school life many of the lessons (especially object lessons, simple arithmetical problems, and the study of maps and pictures), may be instrumental in producing such a habit, and in the later years great attention should be paid to guidance in the power of handling a good text-book. Such treatment of a text-book may be best secured by silent study of a portion on which the teacher may subsequently question the class, and supplement their reading by appropriate illustrations. This may be done at fixed times provided for in the time-table for children in the upper standards, instead of oral lessons.

(*f*) You should also point out that, while the present school year will be retained for financial purposes, a distinct school year may be adopted for educational purposes and divided, as in most schools of a higher grade, into three terms. If this arrangement were common, children might pass from school to school at any period of the year and find in each a class in their own state of progress, and thus the difficulty of classification of new scholars, especially in arithmetic, would be avoided.

(*g*) At the beginning of each year there must be provided a plan of the work to be done in that year, which should set out in outline schemes of work in the different subjects. These schemes may be the schemes given in Schedules II., III., IV., and S. of the Code, or, if different, should be similar to them as to length and clear arrangement. But it should be understood that, if it is necessary in the interests of the scholars, the teacher is at liberty to deviate from any scheme either in the way of omission or enlargement or curtailment of its various parts. There should also be provided note-books for containing brief summaries of the chief oral lessons, a record book in which the head teacher may make brief entries showing the quality of work done throughout the school as tested by periodical examinations, and progress or mark books (which have not as a rule been kept hitherto with sufficient care), as to the individual conduct, application, and advance of the scholars. It should be understood that all these documents are the property of the managers, and in case of a change of teacher should be left at the school. It may be useful that some short record of the conduct of each scholar should be sent to the parents annually. But my Lords desire it to be clearly understood that these records should not hamper a teacher in varying the work of the school, if it should be desirable in the interests of the scholars, nor be so detailed as to demand an undue amount of clerical work.

(*h*) You should call for the record of periodical examinations; terminal examinations suffice, but it may be found more convenient to distribute the examination in the various subjects over each term, that the work of examination may not fall too heavily on any part of that period.

(*i*) The Registers and Log Book should be produced that you may see whether they are duly posted. The Time Table should be carefully examined; it should contain an analysis by the teacher showing the number of hours devoted to each subject. The sufficiency of the time for recreation, and for physical exercises, should be specially noted.

(*j*) The first of the two special visits should occupy the whole of a meeting of the school (this length of visit should be sufficient for a single officer visiting a school of not more than 200 scholars), otherwise it would be hardly possible to gauge fully all the bearings of the work or to assess equitably those grants which vary with the quality of the teaching. In small infant schools, however, a shorter visit will generally suffice. The chief object of this visit should be to note and record the strong and weak points of the school, as to its discipline, organisation, and methods of instruction. At your subsequent visits you will be careful to pay special attention to the weak points noted at the former visit and to note whether the general character of the teaching is maintained. One of your visits should, if possible, be made at an afternoon meeting.

(*k*) The exercise and note-books, duly dated and corrected, should be inspected, and some of the scholars should read and recite at each of your visits.

(*l*) It is not intended that you should feel debarred from making a third or even a fourth visit, in addition to the two visits provided for in Article 84 (*b*) of the Code, whenever the circumstances of the case may seem to demand it, and your other engagements may permit. These additional visits, however, need not be so long as the others, nor will it always be necessary, as in the case of the other two, that you should draw up and preserve a record of your observations.

(*m*) Conference with the teaching staff, either individually or collectively as the circumstances of each case suggest, at the close of your visits, will enable you to advise teachers in difficulties and to suggest improvements in method. Assistant teachers should be urged to study some good text-books on school method in the subjects taken by the classes under their instruction.

* (*n*) In any schools where you find the attendance is habitually bad you should report the facts to the Department, together with a statement of the reasons which appear to you to account for the low attendance.

Conferences of Inspectors.

6. Arrangements will continue to be made for periodical conferences of the Chief Inspectors, whose duty it will be to see that the rules approved by the Department are uniformly observed in their respective divisions. Other conferences will be held between the Chief Inspector and the district Inspectors of each division. The general object of these conferences is to secure substantial uniformity of judgment and of practice throughout the divisions without unduly interfering with the methods and the personal responsibility of individual Inspectors. Uniformity of standard will also be further secured by the special training and probation of all Inspectors who may hereafter be appointed. If any complaint of hardship should be laid before the Department, the case will be referred by their Lordships to the Chief Inspector of the division or to the Senior Chief Inspector for personal inquiry and report, whenever the facts alleged seem to justify such a reference.

INFANT SCHOOLS.

7. The infant school contemplates in the length, variety, and character of its lessons the training of scholars whose delicate frames require very careful treatment. It is essential, therefore, that the length of the lesson should not in any case exceed 30 minutes, and should be confined in most cases to 20 minutes; and that the lessons should be varied in length according to the section of the school. In the babies' room, which should always, where circumstances permit, be separated from other rooms by a partition (movable or otherwise), and should contain abundant space for games and exercises, the actual work of the lesson should not be more than a quarter of an hour. Each lesson should be followed by intervals of rest or singing. It is evident, therefore, that older boys and girls, who do not need these intervals, and require longer lessons, cannot be considered suitable pupils in an infant school merely on the ground of their ignorance. Though the methods of teaching are similar, such children require a somewhat stricter discipline and lessons of greater length. They do not find the songs and games of the infant school attractive, and they are not fit companions for very young scholars in the playground. Though no rigid rule as to age can be applied, especially in the cases of delicate and afflicted children, it may be safely laid down that backward scholars of advanced age would make more progress in knowledge, and form better habits, in a school for older scholars than in an infant school.

* The Code lays down the principles (Art. 93 (*b*)) on which you should assess the rate of Variable Grant. In doing so, you should not consider any discipline satisfactory which is maintained harshly or by the aid of corporal punishment.

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The expression "as a rule" in Art. 99 (*c*) of the Code is not to be interpreted as prescribing that any definite number of the children over seven years of age should be presented in Standard I. A scholar of ordinary capacity, who has entered school at five years of age or soon after, may reasonably be expected to be fit for promotion to Standard II. at seven years of age. But you should take into account any exceptional circumstances which may have interfered with the progress of the child, as well as the age at which he first attended school. A child over seven years of age may not be fit to be classified for any of the subjects in Standard I., or he may be classified in that standard for one or two subjects only. The like freedom of classification should be extended to all the classes of infant schools.

Instruction in elementary subjects in infant schools.

8. In determining whether the instruction in the elementary subjects is suitable, you will not require any standard or scheme to be uniformly observed, but will report upon the plan of instruction, and upon the success with which it is carried into effect. You will be especially careful to avoid any methods of inspection which seem to require that the scholars in an infant school should be classified rigidly according to age. Such methods have led not infrequently in the past to the creation of quasi-standards for very young children, to the separation of the scholars of five and six years of age respectively into distinct classes, and to the treatment of older scholars as a "standard class," under the mistaken notion that their course of instruction should differ in character from that of the rest of the school. Although in ordinary circumstances the right classification of the children in an infant school will be found to correspond nearly with their ages, many exceptions must necessarily occur—*e.g.*, in the case of scholars who have not attended an infant school before reaching their sixth or seventh year, or of delicate children, or of children who live so far from the school that they may be frequently prevented by bad weather from attending. Your method of conducting the inspection should leave the teachers fully at liberty to deal with such exceptions in the way which may seem best.

Experience has proved that scholars at seven years of age, if they have been taught in schools where the true principles of infant training and discipline are understood, can do the work of the First Standard with more ease and greater intelligence than in schools in which the dominant purpose of the lessons has been to prepare the scholars for examination in Reading, Writing, and Arithmetic.

Object lessons in infant schools.

9. In order to satisfy the second of the three requirements of Art. 98 (*b*), the teacher, early in the school year, should draw up and enter in the Log Book a course of about 30 collective lessons. It is very desirable that such courses should include lessons on animal life, but you will discourage, so far as you possibly can, both in infant schools and in schools for older scholars, the killing of birds and other animals and the purchase of stuffed specimens to be placed in the school museum. The charm of a lesson given to young children on animal life lies in the observation of the movements of the living animal, and in its adaptation to its usual surroundings. The wanton sacrifice of life should by itself be a sufficient reason for discarding the use of stuffed specimens. But you should also point out the uselessness of their employment in object lessons; they generally exhibit but feebly the structure and habits of the living animal, and awaken only a languid interest in the minds of the scholars.

Similar remarks apply, though with less force, to tame animals. Our English song and other wild birds, such as thrushes, larks, and starlings, should never be kept in cages; and unless its happiness is secured (as is possible in the case of canaries and other animals born in captivity) a caged animal should not be kept in any school.

Other occupations.

10. The manual or other employments best suited for infants are modelling, simple geometrical drawing, weaving, plaiting, building with cubes, drill, singing, recitation, and such other exercises as will relieve them, especially during the afternoon, from the strain of ordinary lessons, and train them to observe and imitate. It should be borne in mind that it is of little service to adopt the "gifts" and mechanical occupations of the *Kindergarten* unless they are so used as to furnish real training in accuracy of hand and eye, in intelligence, and in obedience.

Appendix VIII. to these Instructions, calls attention to various additional means of applying the doctrines and methods of Froebel to the course of training in infant schools. It may be well to repeat here from that Appendix the following remarks: "The main object of these lessons is to stimulate intelligent individual effort," and "you should caution teachers against the mere repetition of the same exercises and lessons"; but to these two recommendations a third should be added, that in all such exercises, whether designed for scholars in infant schools or in schools for older scholars, the teacher should never lose sight of the cultivation of inventiveness—*i.e.*, he should exhibit in his own teaching such a progression that the scholars may be led to form for themselves a progression of designs both of form and colour, which need not necessarily be original compositions, but combinations, by the scholar's own unaided power, of other designs previously studied under the direction of the teacher.

If drawing is taken as one of the occupations or employments, it is desirable that it should be studied with a view to its general bearing upon other school subjects where an accurate training of the eye for form and colour is especially needed. Even young scholars can be led to take greater interest in the form and colour of surrounding objects, and to observe them with greater accuracy, when they are encouraged from the first to draw simple forms spontaneously from the object itself, or from memory, or to draw them according to scale, especially if brush drawing is employed.

SCHOOLS FOR OLDER SCHOLARS.

Object lessons.

11. The principles which underlie the system of *Kindergarten* occupations do not cease to be applicable when a scholar quits the infant school or department. Such exercises serve as a valuable link connecting the work of the infant school with some of those forms of technical or manual training, which are now, with very great advantage, adopted in the upper classes of many good schools. A right and harmonious relation between those lessons which are addressed to the memory and the understanding of a child, and those manual and other exercises which call forth his active and observant powers, is an object which ought to be kept steadily in view throughout all the stages of a scholar's career in a public elementary school.

For similar reasons, the Code prescribes that at least one of the class subjects taken in the lower standards, or lower division, of a school, must be taught by means of object lessons. These lessons must have a subject, and the intention is that this subject shall be chosen from the list contained in Article 15 (*a*), and the lessons in it given with vivid illustrations and by the method of questioning which induces the children to exert their own faculties and not merely listen placidly to the lectures of their teacher. Some class subjects, as History and English, cannot well be taught by this method; Geography or Elementary Science, which in their earlier stages cannot be usefully taught in any other way, should be chosen where this difficulty exists. But teachers who prefer two other subjects may devise plans for adapting their lessons to young scholars by following the method of object lessons as closely as possible.

General rule for assessing the principal grant.

12. The general rule for your guidance in reporting on the principal grant is to have regard to the quality of the work of the scholars generally. You will in no case recommend the higher grant unless a good standard of accuracy and intelligence has been reached in all three elementary subjects. You will continue to make allowance for the special circumstances of a school, such as epidemic sickness, unavoidable changes of teachers, or extreme poverty of the district.

Labour certificates.

13. Individual examination is required for the purpose of awarding certificates of total or partial exemption from school attendance to those scholars for whom the certificate is requested by their parents or guardians or by the Local Authority. In country districts, or where the number of applicants for such certificates is very small, the examination may form part of a visit of inspection. But you are at liberty to refuse to examine scholars at inspection, if a special examination for labour certificates is about to be held at some convenient place. These examinations should generally be held at certain fixed intervals. It is to be

understood that the test for the individual "pass" in the standards fixed by the local byelaws has not in any way been lowered. Every scholar for whom a labour certificate is desired must reach the prescribed standard by passing, in all three elementary subjects, the examination required by the byelaws in force in the district.

You may refuse to examine a child who has not been instructed for at least six months in the standard in which he is presented, or who has failed in that standard at an examination held in the previous three months. It will save much trouble if you can arrange with the local authority to make provision for periodical examinations at selected schools, as is already done by the School Board for London and by other Boards.

Classification.

14. No difficulty should be put in the way of the honest classification of scholars according to capacity and attainment. You need not inquire into the reasons for the classification of particular children, if you are satisfied that the school as a whole is making fair progress. But, if you have reason to suppose that there has been any abuse of the freedom given by the Code, if for instance, defective classification is attributable to neglect of the scholars by the teacher, or to faulty regulations laid down by the managers, or if the classification is such as to interfere seriously with the efficiency of the school, it will be your duty to make inquiries into a sufficient number of individual cases to enable you to arrive at a decision. The classification of scholars over seven years of age sometimes presents great difficulty, and instances have occurred of a number of such children being placed in a preparatory class as unfit for the first standard. This classification often proceeds from too rigorous a test being applied to the scholar when admitted from the infant department of the school or from another school. From whatever cause it may proceed, it will be your duty, if you find an unusual number of such scholars, to make inquiry into a sufficient number of individual cases, and if you are satisfied that there is no adequate reason for the low classification, you should make a special report, giving the facts of each case that you may have examined, with the view of a warning, or, in extreme cases, a declaration of inefficiency against the school.

Neglected and ignorant scholars.

15. In a considerable number of the larger schools for boys and girls there are found groups of children, some nearly ten years of age, who at the time of their admission were almost wholly ignorant and quite without school habits. Among the causes for this deplorable state of things may be named, total neglect or irregularity of school attendance in early childhood; the migratory character of some families and their consequent evasion of the attendance officer; an abnormally slow development of intellectual power, in some cases bordering on imbecility; and delicacy of health in early childhood, due often to bad nutrition. There are also a few children with slight epileptic tendencies; and a small number are crippled or paralysed. These children cannot generally be taught with ordinary scholars, except at the cost of great anxiety on the part of the teachers and some strain upon the school organisation: whenever this is attempted, educational progress is imperfect and slow; and, not seldom, the habit of truancy is the result. These children are, as a rule, of a mental type above that suited to the special classes for those of defective intellect. Separate organisation, therefore, is required for their instruction and training: the same organisation, however, will probably not be suited to all schools.

You will point out to the managers the desirability of adopting, according to circumstances, one of the three following plans in all cases in which the number of these very backward children is insufficient to justify the employment of an additional teacher in their own school: — (*a*) A separate preparatory mixed class of boys and girls may be formed in a class-room of its own—this class should be, if possible, connected with the girls' department, and should be in the hands of a teacher specially skilled in training older infants, and she should be authorised to exclude all such boys as she finds beyond her power of control. (*b*) The infant mistress may be made responsible for the instruction and training of these children in her school; the right being reserved to her to refuse any boys whom she may deem unsuitable companions for her infants. These children should, if possible, be formed into a special class of the infant school, and should in no case be drafted into either of the lowest two

classes. (*c*) In a small number of schools the reorganisation of the staff, coupled with some re-classification of the children, may enable the managers to devote the entire service of one teacher to such a class.

So far as the rules of the Department and the Code are concerned a school may be organised for this purpose on lines which, while following generally the curriculum included under the ordinary Standards, do not necessarily aim at covering exactly in any one year the limits laid down by any one standard. Unless one of the above suggested plans, or some plan equally efficient for the instruction of very backward scholars, is adopted, it will be your duty to recommend the lower discipline and organisation grant; and it may even be necessary after due warning to withhold that grant altogether.

Small schools, i.e., schools under 60 in average attendance (exclusive of infants).

16. In all small schools, and especially in those in which only one adult teacher is employed, relief should be sought through simpler classification and teaching. Special courses, setting out two stages of instruction, have been prepared for this purpose in the obligatory and other subjects (Schedule S.), so that the school may be divided into a senior and junior section, allowing for considerable elasticity and adjustment of classes (if needed) in each section. A scholar may continue two or even three years in the lower section, and each section may be divided into two or more classes, as may be thought desirable. The whole of the upper section will probably, in most cases, form only one class, with subdivisions for arithmetic. The lower section will probably require subdivision in reading and in arithmetic. But in all other subjects the two sections will form only two classes, with a little special instruction when a fresh group of scholars is promoted into either section. You should encourage this arrangement, and advise the teachers, if necessary, as to the best measures for carrying it into effect.

Teachers under Art. 68.

17. You should not approve any woman, under Art. 68, in any school, but especially in small rural schools, until she has been employed in that capacity for at least three months, and has shown aptitude for handling a class; you should also note, if you approve her under that Article, what classes she is capable of teaching.

READING.

18. The mechanical difficulties of reading, which are to be found in the shorter words of irregular spelling, should be mastered before the Third Standard is reached; but even in lower standards an attempt should be made to teach children to read in a natural tone, and to break up sentences rather into phrases than into single words.

In all classes the greatest importance should be attached to the right method of breathing, distinctness of articulation and clear utterance; the sounds produced, especially the final consonants, should be made distinctly audible by a free use of all the organs of speech. Simultaneous reading aloud, if habitually practised, may become mischievous, as tending to distract the teacher's attention from the pronunciation of individual children, and to induce an unnatural intonation among the scholars. Scholars should be encouraged to read passages in a natural voice, and with such natural emphasis as they would use in ordinary speech.

Reading need not be confined to the minimum number of books prescribed by the Code. School periodicals may be found useful in widening general knowledge, and in giving an interest in the ordinary affairs of life and in current events. The reading of good lyrical poetry will also be found to be of special value in the higher standards.

The chief requisites of a school reading book are that it should be written in good English, and that its style and contents should be attractive to scholars, and should establish in their minds pleasant associations with the act of reading. Though the subjects may be properly varied, it is desirable that some of the lessons should form a connected series, and should afford, especially in the higher classes, means of sustaining the interest of the scholars in the most important of the subjects which are dealt with. For the junior scholars fairy tales, fables, and anecdotes of animals and children have a special attraction. For the senior scholars, to the ordinary narratives and poetical and literary extracts there may be added, with great advantage, lessons illustrating and enforcing the importance of thrift and temperance, and the relation of conduct to well-being and usefulness in

life. Passages impressing on the children the duty of gentleness and consideration for others, and of the humane treatment of animals, may also be wisely introduced. Text-books or manuals should not be accepted as reading books; and "Readers," where used, should be supplemented by some complete and continuous book, at all events in the higher classes.

In schools or classes composed exclusively of half-time scholars, it is not necessary to require that the three reading books prescribed by the Code in the higher classes be read through in the course of a year, but only such parts as can be conveniently taken within the time. In small schools two books only will be required in each class.

School libraries.

19. It appears that the provision of school libraries is still very inadequate, and that the use made of existing libraries is often unsatisfactory. It is desirable that careful attention be paid to this matter. A good library may be considered as the necessary complement of an efficient school apparatus.

As regards its use, the main object is to accustom children to look to books as a never-failing source of pleasure and profit. If the feeling that a book is a pleasurable thing were more early aroused, there would be greater likelihood of a permanent retention of the habit of reading beyond the years of school attendance.

The following are points worthy of consideration as to the use of libraries:—

1. The distribution of the books should not be a haphazard arrangement. The most effective system is a periodic circulation of the library in suitable lots, amongst the class teachers, each of whom, being in closer contact with the children than any headmaster can be, can see that suitable books are borrowed, and by personal influence encourage very greatly any nascent desire for reading in individual children.
2. Girls should have the same facilities as boys. In schools of any considerable size the girls' library should be *in* the girls' school. Even when the total supply of books is small, it is best to divide them into two lots, which should be changed from time to time, for use in separate libraries.
3. The use of *public* libraries, which often contain a special children's library, may be wisely encouraged amongst school children before they leave school. Teachers may make themselves acquainted with the nearest public library and interest the children in it by explaining its use and advantages, and even by taking them round it at convenient times.
4. The circulation of libraries from school to school has often been found most beneficial in varying the supply of books and extending their general usefulness. An urban school board has special facilities for working this system, but in country districts similar arrangements may easily be made by a combination of schools for this purpose.
5. Some such organised system as that of the National Home Reading Union of Surrey House, Victoria Embankment, London, may often be made a valuable instrument in the teacher's hands in the higher classes of a school, and tend to the continuation of the habit of reading beyond school age, as well as to the more intelligent appreciation of what is read.

In some good schools the aid of the parents has been successfully enlisted, and they have been urged to hear their children read aloud from a newspaper or from a book for a few minutes at home every day. The amount of oral practice which any one child can obtain in a large class is obviously insufficient; and a little home exercise in reading aloud is often found to have an excellent effect.

Unsuitable books.

20. The officers of this Department are not at liberty to prescribe or to recommend particular books, apparatus, or school requisites for use in schools. But the Inspector may, with the concurrence of the Chief Inspector of his division, disallow the use of any books which are plainly unsuitable, or which do not conform to the requirements of the Code as interpreted by these Instructions.

WRITING AND COMPOSITION.

21. Any system or style of writing which produces a bold and legible hand, and

in which the forms and proportions of letters are duly shown, may be accepted as satisfactory.

Composition is only prescribed for the standards above the Fourth, but, as it is of more educational value than dictation, it should be encouraged, so far as circumstances permit, in the lower standards also. In framing sentences of their own, children learn to spell correctly the words which they commonly use.

ARITHMETIC.

Metric system.

22. The Code provides that scholars in the Fourth and higher Standards shall be taught the principles of the metric system—*i.e.*, on the convenience of adopting systems of coinage and of weights and measures, in which the increase of values or of quantities proceeds by multiples of ten, and their diminution by multiples of one-tenth. It will probably be found most convenient to illustrate these principles by reference to the mètre, the franc, or the gramme.

Scheme B.

23. In Schedule I. to the Code a scheme, marked B, is proposed as an alternative to the ordinary standard course. The degree of proficiency to be attained in the higher standards does not materially differ from that now required; but in the earlier steps leading up to the Fifth Standard an important variation will be observed. Many experienced teachers believe that the true progression in arithmetic is not to be found in advancing from addition and subtraction, to multiplication and division, with the large numbers often given in sums; but in graduated exercises beginning with small numbers and exhausting all their combinations. In infant schools no sums on slates should be attempted until the scholars are familiarised with the four processes by easy mental work. The teacher will take, for example, the number 20, and after helping the scholars to count cubes or other objects, will dissect the number, find out in how many ways it is made up, learn its fractions and aliquot parts, apply it to money, length, hours and minutes, and perform all the arithmetical processes, both orally and in writing, which can be dealt with within that limit, higher numbers being reserved to a later stage. My Lords desire that teachers who adopt this view of arithmetical teaching should be at full liberty to give effect to it, and the alternative scheme (B) will be found to have been framed for this purpose, and should be adopted by all junior classes, and especially in schools in which the scholars between 7 and 9 years of age are formed into one class.

Visits to museums, &c.

24. The Code provides that the time spent during school hours in visiting museums, art galleries, and other places of educational value or of national or historical interest, may count towards the time required for an attendance at school. You should encourage such visits wherever such institutions or places exist, and the scholars who are of a proper age to do so should write out an account of what they have observed.

To secure correct registration the scholars should be mustered at school and their attendance marked before starting; a single teacher should not have charge, as a rule, of more than 15 scholars; and not more than 20 such attendances may be made in the year. No visits of this kind should be paid unless some person competent to give information of a kind interesting to young children is present, and it would be well to fix the hour of visit at such times as may be least distracting to students or to the general public, and most useful to the scholars, whose attention would be disturbed by the presence of many other persons.

Specific subjects.

25. Specific subjects should not be attempted at all, when the staff of the school is small or the scholars in Standards V.-VII. do not form a class large enough to justify the withdrawal of a teacher from the rest of the school work. In large schools, however, and where the circumstances are favourable, the scholars of Standard V. and upwards may be encouraged to attempt one or more specific subjects, appropriate to the industrial and other needs of the district. Should an obviously unsuitable subject be proposed, such as the Principles of Agriculture in the heart of London, or navigation in an inland parish, it will be your duty to object to the choice and to require a change. It is not the intention

of my Lords to encourage a pretentious or unreal pursuit of higher studies, or to encroach in any way on the province of secondary education. The course suited to an elementary school is practically determined by the limit of 14 years of age; and may properly include whatever subjects can be effectively taught within that limit. It may be hoped that year by year a larger proportion of the children will remain in the elementary schools until the age of 14; and a scholar who has attended regularly and possesses fair ability may reasonably be expected to acquire in that time not only a serviceable knowledge of Reading, Writing, and Arithmetic, of the words he uses, and the world in which he lives, but also enough of the rudiments of two higher subjects to furnish a solid foundation for future improvement. Teachers should not be satisfied unless the instruction in specific subjects awakens in the scholar a desire for further knowledge, and makes him willing to avail himself of such opportunities as are afforded locally by a Continuation School, a Science Class, a Polytechnic Institute, a course of University Extension lectures, a Free Library, or a Home Reading Circle. Children who leave school at a very early age are unprepared to avail themselves of such opportunities. But among the older and more thoughtful scholars there are many who, at the critical period of their lives at which they quit the elementary schools, might be greatly helped by a little encouragement and guidance. As occasion serves, you will do well to acquaint yourself with the existence of such supplementary agencies as are to be found in the several neighbourhoods you visit; so that when scholars of special promise come under your notice, you may be able to co-operate with the teacher in recommending to them the most effectual and appropriate means of continuing their efforts after mental improvement; in any case of doubt, reference might be made to a Home Reading Circle.

MANUAL INSTRUCTION.

26. The Technical Instruction Act, 1889, section 8, defines "manual instruction" to mean instruction in the use of tools, processes of agriculture, and modelling in clay, wood, or other material. In some foreign schools manual exercises in continuation of the employments of the *Kindergarten*, graduated in difficulty, are carried onward through all the classes of the school, and are found to exercise a useful influence on the ordinary school studies. Such manual exercises, in the form of suitable occupations, are now suggested for the lowest three standards of schools for older scholars. You will find suggestions as to the teaching of such subjects in Appendix IX. to these Instructions.

Manual Instruction in elementary schools is not intended to serve as an initiation into any special handicraft, but is rather to be regarded as a training of the hand and eye to accuracy and to a due appreciation of form. This should be accomplished by the adoption of a progressive series of exercises, connected with drawings executed by the scholars themselves. These drawings must be neat and accurate, and, if not of the full size of the work, they must at any rate be drawn to a large scale. They should in all cases be carefully figured, and the scholar must be trained to adhere to the dimensions given.

It is of the first importance that the construction and uses of the various tools employed should be fully explained, and that the scholar should be taught the proper methods of handling them. Clear ideas should also be given of the properties of the materials made use of, such as the growth and structure of the timber, the qualities of the metals, &c.

DRAWING.

27. You are now required to report on the efficiency of the instruction in drawing. You will follow the same methods as those you adopt in inspecting the lessons on other subjects. You will endeavour, if possible, to be present at one of the lessons given in the course of the school work, but if the subject should not occur in the ordinary routine at either of your visits, you may adopt the course suggested in paragraph 5 (*b*) of these Instructions. The drawings made by the scholars during the year should be preserved for your inspection, in order to help you to form a trustworthy opinion of the efficiency of the instruction.

In schools to which the annual visit is still made, you can include drawing among the subjects of examination, so as to be able, as in the case of needlework, to ascertain that the subject has been duly taught.

You will observe that it is open to the Managers to substitute for the Scheme of Drawing set out in Schedule III. (A) of the Code any other Scheme of similar scope and aim. Such substituted Schemes should be submitted to

you for approval at the commencement of the school year, and you will freely approve any which, whether they provide for teaching drawing alone, or for teaching drawing in combination with other manual instruction, appear to you to be sufficient to fulfil the objects aimed at by the inclusion of the subject in the curriculum. If you should feel any doubt as to whether a particular Scheme should be approved, you should refer it, in the first instance, to the Chief Inspector of the Division.

DISCIPLINE AND ORGANISATION.

28. The Royal Commissioners who reported in 1888 rightly call attention to the importance of moral training and discipline in a school, and Art. 101*b* is designed to give effect to their recommendation on this point, by establishing a variable grant for discipline and organisation. Some of the details enumerated in that Article necessarily fall within the special cognisance of the managers, who are on the spot and can observe the habitual conduct of the children, and know the influence of the school on the homes and its repute in the neighbourhood. It will be possible for you at your visits to form an estimate of the tone of the school, the behaviour of the scholars, their cleanliness and neatness, their punctuality in attendance, their good manners and language, their cheerful obedience to duty, their consideration and respect for others, and honour and truthfulness in word and act. It will not be difficult for you to judge whether the ordinary discipline of the school is characterised by a willing obedience and is maintained without harshness.

The practice of inscribing on the walls of a school the name and record of any former scholars who have distinguished themselves by acts of heroism and self-sacrifice, or who have earned in other ways a high place in their country's regard, is one which Their Lordships view with approval, and you will recommend its adoption by managers and teachers.

PHYSICAL EXERCISES.

29. Instruction in Swedish or other drill, or in suitable physical exercises, is a condition of the higher grant for discipline and organisation. Military drill for boys has been found very attractive in some districts, and deserves encouragement. A healthy game, which is one of the best forms of physical exercise, will satisfy the conditions of the Code. In country schools such games are almost always possible, and if played during an attendance should be supervised by some member of the staff, who should teach the most skilful method of play, and should encourage orderly behaviour and stop quarrelling. In most town schools, however, even in those which possess large play yards, such games are impossible, or possible only for a few scholars. The physical development of the frames of growing boys and girls imperatively requires, therefore, in such cases, some form of drill and gymnastics, and it becomes incumbent on teachers to make themselves familiar with those exercises that are best suited to develop a healthy frame without undue strain upon the scholar. Such courses based upon the Swedish or upon the English system are already in use in many schools, but the bad habit of performing exercises while standing upon the school benches should be discouraged. You should also observe whether the drill is conducted under the conditions of sufficient space and a plentiful supply of fresh air. Half-time scholars should not be subjected to any system of exercise or drill which, if practised in the morning, might render them unfit for their afternoon's labour, or, if practised in the afternoon, might press heavily upon a tired boy or girl. Children who have walked long distances to school should also be excused. At the present time certificates of competency for instructors can be obtained from various bodies, *e.g.* :—

(1) The military authorities at Aldershot (for soldiers only).
(2) The British College of Physical Education.
(3) The Amateur Gymnastic Association.
(4) The Birmingham Athletic Institute.

Equipment of school-room and organisation of classes.

30. Experience has shown that increased attention is needed to the structure and material equipment of schoolrooms, and to those conditions which affect the health, comfort, and cheerfulness of the children under instruction. The provision of a proper water supply, the arrangements for the warming, airing, and artificial lighting of the rooms, and the frequency with which they are cleaned, especially in the case of cloak-rooms, should be matter of special inquiry on your visits to a school. You should call the attention of managers to all rooms of which the doors open inward.

The edges of desks when used for writing should be vertically over the edge of the seat. You should advise managers to bear this in mind when ordering new desks for a school.

Article 73 states that in order that a school may be properly organised, the number of children *habitually* present at any one time, under the instruction of the various classes of teachers, should not exceed certain numbers; and Article 85 states that no room may be *habitually* used for a larger number of scholars than that for which it is passed by the Department. You will observe that the term "habitually" is used in both cases; in the latter case the sanitary condition of the premises is the point to be guarded, in the former, efficiency of teaching. So elastic a term is employed in view of the possibility of any sudden influx of numbers, which may require a short time for judicious distribution of the scholars and reorganisation of classes. As regards the insanitary overcrowding of a room, the term "habitual" should be held to include any unnecessary delay in such reorganisation. As regards the efficiency of the teaching, much will depend upon the skill, health, and energy of the teacher and upon the nature of the class, and you will judge according to the circumstances of the case.

In the case of any weakness of the teacher or teachers in the control of a class exceeding the permitted number, you will point out to the managers that the discipline and organisation grant for older scholars, or the variable grant for infants, will be imperilled. Under no circumstances, however skilful the teacher, should the highest class, especially if combined out of two or more standards, or the lowest class, exceed the permitted number; but in other classes, if the teacher is sufficiently skilful, such excess may be permitted for a short time, if the managers propose a scheme for distributing the excess into other classes.

For the right arrangement of desks and space in a well-ordered school the room should be wide enough to allow the teacher to stand at such a convenient distance from the front row of desks, that he can command the whole class; and, on the other hand, only so wide that his voice may reach the scholars in the back row distinctly, without undue strain. In a schoolroom the number of rows of long desks should not, as a rule, exceed four, and the number of rows of dual desks should not exceed five. But in a class-room in which only one class is taught, the depth of the class may be increased. It will assist you in the consideration of these arrangements if the accommodation of each room is plainly noted in the room.

SINGING.

31. Full directions as to the examination in Singing will be found in Appendix IV.

NEEDLEWORK.

32. Special instructions as to the mode of conducting the test exercises in Needlework will be found in Appendix I. The requirements in this subject are set forth in detail in Schedule III. (B) to the Code; and when good methods are adopted can easily be fulfilled in three, or at most in four hours per week. When more time is thought to be necessary, the reason will probably be found either in the absence of skilled class-teaching and demonstration, or in the desire to make an unnecessary number of garments for sale or use. The plan of allowing the elder girls in turn, some five or six at a time, to bring from home for the sewing lesson garments which require to be repaired has been found to work well, and to connect the school-work usefully with the everyday domestic life of the scholars. Due heed will of course be needed in regard to sanitary considerations, but if this precaution is observed, the attention of the managers may be specially drawn to the usefulness of mending garments, which need repair, in school time.

DOMESTIC SCIENCE.

Cookery.

33. In all schools the grant under Article 101 (*g*) is conditional on the provision of special and appropriate arrangements for the practical instruction of the girls by a duly qualified teacher, in a room (which may be an ordinary class-room) fitted up with the necessary appliances. But in schools in which the teacher of Cookery does not hold a certificate from some recognised training School of Cookery, and in any other case where you are doubtful as to the arrangements, the Inspectress of Cookery will, if you think it desirable, be sent to report. Your attention is called to the limitation in the numbers

attending a Cookery Class. Experience has shown that 24 at a time in a class cannot receive a due share of attention and of practical work. Art. 12 (*f*) permits girls to attend classes in cookery, laundry, or dairy work, or in practical housewifery, without any restriction, if the managers so desire. Care will be needed, when advantage is taken of this provision, to secure that the general education of the scholar is not unduly interrupted. For the purpose of computing the grant, however, the existing restriction to scholars who are receiving instruction in the elementary subjects in Standard IV. or any higher standard will continue in force; but it is doubtful whether little girls under eleven years of age, even if they are receiving instruction in Standard IV., can profitably attend a Cookery Class.

You will impress on managers the duty of paying occasional visits to these
* special classes in order to test the registers and supervise the instruction being given.

The instruction in Cookery given should include all the dishes mentioned in Appendix V. A full list of all dishes, which it is proposed to teach in addition, should be put up in the cookery room. The managers should depute one of their number or some other competent person to be present at one lesson at least, at which two or three of the dishes, mentioned in the Appendix, should be cooked by scholars without recipes or notes or any aid from the teacher. A record of the number of children present at each class, and of the dishes prepared by them at each lesson, should be preserved and submitted to you. You should point out to the managers that they should not be satisfied with the conduct of the class unless—

(*a*) thorough instruction is given in the first principles and primary methods of cookery, and the teaching is systematic and progressive:
(*b*) strict attention is paid to cleanliness, order, and economy:
(*c*) the dishes taught are suited to the wants of the working classes living in the neighbourhood:
(*d*) the apparatus includes such stove and other appliances as are usually found in the homes of the working people of the neighbourhood, and these are generally used at the meetings of the class:
(*e*) the children have adequate knowledge of the dietary value of the foods cooked.

No writing should be done till nearly the end of the demonstration class while the utensils are being cleaned and the dishes are cooking. This would occupy the last third of the time. Writing should not be done in the practice class, but a blackboard sketch and a few well-directed questions on the lesson are allowable in the last quarter of an hour.

In cookery and also in laundry classes some simple remedies should be at hand for the treatment of scalds and burns.

Laundry work.

34. When the grant for Laundry Work is claimed it will be necessary to report specially on the provision available for the purpose. You will ascertain whether the appliances and methods are those which are possible in the homes of working people, and whether the teacher has a practical as well as theoretical knowledge of what she teaches, and you will also see finished specimens of the teachers' and children's work. In cases of difficulty the Inspectress of Cookery, who has practical knowledge of Laundry Work, will be able to advise you.

Household Management.

35. Household Management, including Cookery, Laundry Work, and Practical Housewifery, is recognised in the Code as a subject of instruction, and a grant is made for it. As it is a wide subject, requiring a thorough knowledge not only of the practical work of a house and its management, but of Elementary Hygiene
* and Physiology, it is necessary that the teacher should be well grounded in all these subjects.

A practice class of Housewifery should not consist of more than 14 girls; the instruction given should comprise the usual school syllabus of Domestic Science, together with the practical teaching of House Management.

It is not intended that this teaching should resolve itself into a class for training children for domestic service, but it is intended to be a course of instruction to fit them on leaving school for the various household duties which devolve more or less upon all women.

Dairy work. **36.** You will observe also that grants are made for instruction in Dairy Work.

Cottage gardening. **37.** Cottage gardening is the practical or experimental side of agriculture or horticulture in small holdings, and may be taken with either of these subjects.

There are two ways of setting boys to work at gardening. They may either cultivate a plot in common, or each boy may be provided with a plot of his own. Each plan has its special advantages.

Technical training in the gardener's craft cannot be provided in a school garden. Some boys, no doubt, who learn gardening will become professional gardeners when they grow older, but as a school subject gardening would be wholly out of place unless it served a general purpose as well as this merely technical end. Great encouragement may be given by a series of prizes, distribution of seeds, and annual exhibitions. The lessons in Elementary Science which are given in the schoolroom may be illustrated by practical work in the garden.

Time Tables. **38.** In certifying under Article 79 that a Time Table is approved on behalf of the Education Department, H.M. Inspector merely declares that it fulfils the requirements of Section 7 of the Elementary Education Act of 1870. He is not responsible for all its details. Nevertheless, if a due proportion of the time is not assigned in Infant schools to manual exercises and recreative employments, and in other schools to each of the subjects of instruction, including any specific subject taught in the school, it is desirable to call the attention of the managers to these facts. Nothing should be attempted which, having regard to the proper classification of the scholars, and to the number and qualifications of the teachers, cannot be efficiently taught in the ordinary school hours. A Time Table should provide for an interval of not less than an hour between the morning and afternoon meetings of the school. In special circumstances this interval may occasionally be shortened by special leave of the Department, but must in no case be less than half an hour. You will carefully observe and report whether the Time Table is conspicuously put up in the schoolroom, and whether it has been followed throughout the school year.

Registration. **39.** In view of the fact that the grant made to a school is mainly calculated on the average attendance, accurate registration of admission, progress, and attendance continues to be of essential importance. In Appendix II. you will find official rules for the proper keeping of registers, and it will be well to call the special attention of managers and teachers, especially in new schools, to the details there set forth. You will also point out to managers the necessity of verifying the registers at irregular intervals, and not less than four times in the year, and once at least in each quarter of the school year; and will explain to them the simple tests by which their accuracy can be ascertained. The managers should sign the registers, and an entry should be made in the log-book on every occasion on which the registers are thus examined.

For school years beginning on or after 1st September, 1900, separate registers and summaries must be kept for children under the age of five. (*See* Appendix II., secs. 11 and 24.)

PROBATIONERS AND PUPIL-TEACHERS.

40. Probationers may be counted on the staff of the school (Articles 33 and 85*a*), if you approve them and are satisfied that they are receiving suitable instruction to prepare them for admission as pupil-teachers in due course. No formal examination of these probationers will be held, but you should advise the managers to test their progress, and you will, at your visits to the school, ascertain the character of their instruction by examining their exercise books and any examination papers they may have worked, by noting the text-books used, and by oral questions. Unless you are satisfied that they are taught carefully and regularly, you will not recommend their recognition by the Department. In such cases you should warn the managers at the time, or as soon after as possible.

41. The syllabus of studies and the method of examination of pupil-teachers have been altered in accordance with some of the recommendations made by the Departmental Committee on the Pupil-Teacher System.

Pupil-teachers are required to perform exercises in reading and recitation, and to give evidence of their practical skill in teaching. The collective examinations include papers in the compulsory subjects of English Language (including Grammar and Composition), Geography, History, Arithmetic, Euclid and Algebra for boys, and Needlework for girls, and in the optional subjects of Physiography and Theory of Music. A foreign language may be taken as an optional subject. No papers will be set in foreign languages, but you should encourage their study where circumstances allow, and test the efficiency of the instruction when given, by hearing lessons in Central classes, and by examining the pupil-teachers' exercises and note-books.

Penmanship, Spelling, and Method of Teaching are no longer treated as separate subjects, not because they are unimportant, but because proficiency in them may be ascertained by a better method. Accordingly, you will require pupil-teachers to set copies on the black-board at your visits to the school, and you should insist on a plain, legible, and not too ornate style of handwriting in their examination papers and exercise-books. Spelling is a matter of habit and care, and you should expect correct spelling throughout the work, and not merely in dictation exercises. Questions on the theory of teaching are somewhat premature for such young persons, but the papers set on other subjects will be framed with the view of ascertaining whether the pupil-teacher has that clear grasp of principles and method which is a condition of good teaching.

Instruction of pupil teachers.

42. Pupil-teachers cannot be engaged until they have reached the age of fifteen, except in rural schools, and there only with the express approval of the Inspector. This approval should not be given unless circumstances show that the relaxation is really desirable or necessary. The collective system of instruction of pupil-teachers has now been largely adopted, and arrangements have been made by many managers for restricting the employment of the younger apprentices in teaching to half of the day, and thus setting them free to pursue their own studies more systematically. You will point out to managers the advantage of both of these expedients, whenever circumstances allow. In the case of pupil-teachers attending central classes on Saturdays, attendance in the afternoon as well as in the morning cannot be permitted unless the managers allow one half-holiday at least on some other day of the week. Two half-holidays in the week, however, are desirable. Special care will be needed to ascertain what plan of instruction has been pursued, to inspect any time-table by which the studies are regulated, and also to review occasionally the written exercises and note-books, and to observe by means of the date appended to each exercise whether the instruction has been duly given throughout the whole year.

Central classes.

A pupil-teacher centre should be accessible and situated in a decent neighbourhood; the premises should be suitable, with sufficient cloak and lavatory accommodation, and in mixed centres the same precaution as to separate entrances and separate cloak-room and lavatory accommodation should be taken as in the case of mixed schools.

In regard to the staff, the centre should be under the charge of a responsible principal, who should be, as a rule, a person of University qualification, and should give his whole time to the centre while the classes are being held. A staff consisting of more than two persons should as a rule include one or more persons who have had some training or experience of teaching in places of secondary education. In all centres where girls are taught, at least one half of the permanent staff should be women, and unless the principal is a woman, the senior woman teacher on the staff should, under the direction of the principal, be made specially responsible for the discipline and conduct of the girls.

Their training in the art of Teaching.

43. You should endeavour to ascertain how far the pupil-teacher's course, considered as an apprenticeship in the art of teaching, has served its purpose. With this view, you will generally hear the pupil-teachers teach and question their classes on the days of inspection. In the third year the pupil-teacher should prepare at regular intervals, and enter in a book, the notes of lessons, of which you will select one in order that it may be given in your presence. You should also point out the usefulness of criticism lessons or model

lessons given in the presence of the pupil-teachers. If by the end of the second year the pupil-teacher proves to be seriously deficient, either in the habit of application or in aptitude for teaching, a special report should be made on the case, as it is most undesirable to encourage apprentices to remain in a calling for which they are not fitted. Managers and teachers should pay increased attention to the pupil-teachers during the last year of their engagement, and obtain for them, whenever possible, special assistance in connection with any subjects in which the examinations of the previous years have shown them to be deficient. The practice of gathering the pupil-teachers together, not only for the purpose of hearing their Reading and Recitation, but also in order to go over their papers with them, and to point out their merits and defects, may usefully be adopted whenever circumstances allow. Some fuller details and suggestions respecting the instruction and training of pupil-teachers will be found in Appendix VII.

DEFECTIVE, BLIND, AND DEAF CHILDREN.

44. Special classes for feeble-minded children have been established in London and other large centres of population, and are doing very useful work. You should visit these schools or classes and report on them in the ordinary manner.

Where schools for the blind and deaf have been established annual visits are required, and the existing practice should be continued, with this exception, that the annual visit to schools for giving oral instruction to the deaf will be made by one of H.M. Inspectors to whom that duty has been specially deputed, and he will forward the requisite report to the Education Department. But their Lordships hope that the local Inspectors will continue to take interest in these institutions, that they will make occasional visits to the schools, and that they will give the special Inspector the benefit of their advice and assistance.

EVENING CONTINUATION SCHOOLS.

45. The regulations relating to Evening Continuation Schools are set forth in full detail in a separate Code. The day scholar should be qualified to pass on without a break in his education to an evening continuation school, and the subjects taught in the day school should form a solid foundation on which the higher studies of the evening may be built. The knowledge of the scientific principles which underlie the technique of the industries of the neighbourhood, and some general acquaintance with English History, without which the teaching of the life and duties of an English citizen will lose much of its effect, are among the most important of such subjects. It may help to secure the continuity of school-life, if the day scholars are allowed occasionally to attend some of the more attractive evening lessons, such as travels illustrated by the optic lantern, or a science lecture illustrated by experiments. But nothing will secure it so effectively as the general character of the discipline and teaching of the last year of day-school life. If the teacher aims chiefly at guiding the spontaneous desire for knowledge, and at producing in the scholar a habit of reliance upon his own efforts rather than upon the support of another mind, his scholars will be prepared to pass to the evening continuation school easily and without reluctance.

Half-time scholars.

46. You will observe that certain rules have been laid down in a Circular annexed hereto (Appendix III.) as to Half-Time Scholars. The Circular is intended to explain the terms upon which a Scholar will be "recognised by the Department as a half-time Scholar."

EXTRACTS FROM PREVIOUS INSTRUCTIONS.

47. The following brief extracts from previous Instructions will still be of use in any examination that may be held :—

Examination.

(*a*) Infants should not be detained beyond the ordinary hour for dismissal, and other children whom it is proposed to examine later should be relieved by a short interval for recreation before that time.

To secure uniformity of practice you should yourself adopt, and request the managers to adopt, the following tests in the elementary subject :—

(*i.*) To read a fairly easy passage from an unknown book suitable to the class.

(*ii.*) To write out from dictation (where dictation is used as the test) a similar passage, four or five mistakes counting as failure.

(*iii.*) To work fairly easy sums. The practice of the Department is to set five sums, the first two of which are very simple both in their terms and in working, and exemplify the rules learnt by the scholars; the third, a more difficult sum of the same character; and the other two, easy problems—*i.e.*, sums requiring the application of more than one of the rules learnt by the class: unless two of these sums are worked correctly, the exercise to be counted as failure. In the case of girls, right method and arrangement and good figures may excuse slight error in one of the answers.

Reading. (*b*) As regards questions upon the explanation of words and phrases in the reading-book, it has already been laid down, and is now emphatically repeated, that, except very sparingly, nothing of the nature of a definition should be asked for, but it should be added that it is difficult for young scholars to give the meaning of a word by a synonym or to paraphrase a passage in simple language, and that it is wiser to test their appreciation of its meaning by offering alternative explanations for their selection, or by asking for simple illustrations. You should always require a fair degree of fluency and expression and a distinct articulation, but very expressive reading ought not to be expected; the reading of the scholars may be a mere imitation of the teacher's intonation and expression, and not a good test of an intelligent appreciation of the passage.

Spelling. (*c*) In the Second and Third Standards it will not be reasonable to expect more than the power to write correctly common words of comparatively regular spelling, and some of the anomalous words which occur frequently in conversation or in easy reading-books. And even in the higher standards when proper names, the technical terms of a science not studied in the class, foreign words, or words of rare or exceptional character occur in the dictation lesson, it is right to omit such words from your estimate when you are reporting on the results of the instruction in spelling.

Geography. (*d*) It is very desirable that detailed matter, consisting of names conveying no associations likely to interest children, should be excluded from the teaching and examination of a class in Geography. Scholars are no longer required to prepare maps.

Grammar. (*e*) Sentences which contain words in an inverted order, or interrogative or elliptical sentences, should be avoided in the lowest three standards. In the lowest four standards the subject or object should be only nouns or pronouns with simple modifications; and auxiliary verbs, and all moods except the indicative, should be excluded from the predicate. The sentences to be parsed and analysed in the Fifth Standard should be of a very simple character, and the language as simple as that ordinarily employed by the scholars in their compositions.

In the Sixth and Seventh Standards not more than two subordinate sentences should be required as adjuncts to a principal sentence, and, generally, the sentences proposed should be such as would be used in the composition of a well-written letter, and not literary curiosities or pedantic puzzles, or niceties of grammar not in common use, or elliptical sentences.

History. (*f*) A syllabus of history should be agreed upon with the teacher at one of your visits of inspection at the beginning of the year, setting out the principal events, the leading characters, and any notable changes in the social or political life of the nation that may be interesting to young scholars.

Sciences. (*g*) Teaching of Science which consists in learning definitions or numerical calculations by heart is especially to be avoided. The examination should be directed entirely to illustrations and experiments showing that the terms that have been employed and the natural laws that have been taught are fully grasped.

Imperfectly prepared scholars. (*h*) In cases where scholars have been six months or less in the school, or where their attendance has been irregular, from causes beyond the control of the managers, you will confine yourself to ascertaining that due attention has been paid to their instruction. In grouping scholars for examination such children may be

excluded from the sample; and, whatever method of examination is adopted, the work of the scholars should be judged in accordance with the opportunities that they may have had. This rule of action needs to be specially kept in view in schools attended by half-time children where teachers have to contend with special difficulties, since you may then fairly accept a somewhat lower standard, both of attainments and of organisation, than in other schools. In the examination of the scholars it will, of course, be necessary that half-timers should be included, but the sample should always be taken in proper proportions from half-time and full-time scholars.

Half-time schools.

48. My Lords have reason to place full confidence in the ability, discretion, and fairness with which H.M. Inspectors discharge their arduous duties. An important share in the administration of the Code is entrusted to those officers, in the full assurance that by their aid the public usefulness of the Education Department will be made more complete.

I am, &c.,

G. W. KEKEWICH,

Secretary.

APPENDIX I.

INSTRUCTIONS TO H.M. INSPECTORS AS TO EXAMINATION IN NEEDLEWORK.

(SCHEDULE III. (B).)

1. Forty-five minutes (exclusive of the time occupied in giving out and collecting the work) should, as a rule, be given to this examination. The time given to the examination in needlework should be continuous and uninterrupted.

2. A table of exercises, to be worked in this time, is annexed. The material required for each is shown. *The exercises, if completed so far as to furnish a proper test, will satisfy the requirements of the examination.* A sufficient supply of material should be kept in hand in each department to enable the scholars to work any exercises suitable to their class which the Inspector may select.

3. It is desirable that as a rule, and when the numbers in the standards are sufficiently large, the whole of the exercises should be given. You should therefore divide the scholars in each standard examined into as many groups (A, B, C, &c.) as there are exercises to be performed, and assign one exercise to the children of each group. Thus, for example, Standard IV. would be divided into four groups, and each of the four exercises would be worked in one of the groups.

4. Suitable needles, cotton, thimbles, scissors, and inch tapes, if not given out beforehand, should be in readiness for distribution with the other materials, so that time may not be lost at the examination. Each girl should fasten securely together the different specimens, if the exercise include more than one.

5. It is important that too fine needlework should be avoided. No exact rule as to the size or number of stitches (on a given space) can be laid down; but the approximate standard to be kept in view, in hemming, seaming, and stitching, may be taken to be as follows:—

Hemming.	Infants and Standard I., about 6 to 10 stitches to the inch. Standard II. and upwards, about 8 to 18 stitches to the inch.
Seaming and stitching	Standards I. to VI., about 12 to 18 stitches to the inch.

(According to material.)

6. It is essential, however, that children should be taught needlework according to this approximate standard without counting threads (a habit which is most pernicious to the eyesight), and that their knowledge of it should be attained simply by training the hand to work with the eye.

7. You should take care that children of weak eyesight are given an exercise which will not be injurious to their eyes, and in serious cases they should be excused altogether.

8. If the specimens are taken away for examination, it is desirable that at the close of the time allotted, each child's work should be folded separately, the exercises in each group tied together, and the whole made up in standards, and fastened up, with the name of the school outside.

9. Coloured cottons are recommended throughout. The object of giving two colours is to test the children's knowledge of "joinings"; this must be attended to in all cases.

10. Great attention should be paid to evidence of carefulness in teaching "joinings" and "fastenings" on and off, and to general neatness of finish.

11. In cutting out, more credit should be given to correct proportions and useful intelligent work than to elaborate or trimmed paper models. This applies more particularly to the cutting out that may be shown as part of the work of the year.

12. It is of great importance that teachers of all grades should give evidence of their power of teaching needlework by demonstration and by the simultaneous method; you should, therefore, whenever practicable, call upon one or more of the pupil-teachers and assistant teachers in each school, and especially the certificated assistants, to give an oral lesson in your presence.

13. In order to give more practical illustration to the lessons in mending, it is desirable that the teachers should allow a certain number of children above Standard IV. to bring to school garments needing repairs, and should superintend the mending of them.

14. In future the exercise in hemming and the needle, position, and knitting-pin drills will not be compulsory for children in or below the lower division of infants.

15. The needlework of half-time scholars should in all cases be leniently judged, both as regards quantity and quality.

In the following Table the requirements of the Code for each Standard given by the Inspector in

Infants, Lower Division. (Optional.)	Infants, Upper Division.	Standard I.	Standard II.
A.—To hem 3 inches in one colour.	A.—To hem 5 inches in one colour. B.—To knit 6 rows of 12 loops previously cast on.	A.—To work in two colours (so as to show a join) a hem of 5 inches. B.—To knit 12 rows of 12 loops with chain edge and cast off. C.—To join two pieces of calico 5 inches in length by a sewed seam (top-sewing).	A.—To fix and work a sew and fell seam of 5 inches in cotton of two colours, so as to show a join in the cotton, both in seam and fell. B.—To cast on 12 loops, and knit 12 rows, ribbed, purl, and plain, and afterwards cast off.

In schools where needlework is not taken as a class subject, the following exercises will be omitted :—

Materials required for the Exercises

N.B.—The sizes specified below are

A.—A piece of calico 2½ inches by 5, fixed for hemming and coloured cotton.	A.—A piece of calico 2½ inches by 5, fixed for hemming, and coloured cotton. B.—A pair of knitting pins, with 12 loops cast on, and cotton.	A.—A piece of calico 2½ inches by 5, fixed for hemming, and cotton of two colours. B.—A pair of knitting pins, and cotton. C.—Two pieces of calico 5 inches by 2½ fixed for top sewing, and coloured cotton.	A.—Two pieces of calico 5 inches by 2½, and cotton of two colours. B.—A pair of knitting pins, and cotton.

* The material required should be carefully prepared and arranged beforehand. The quantity provided Standard III. it will be sufficient to have four packets of material prepared for six children in each group.

are divided into groups of lessons of moderate length, any one of which may be their respective Standards.

Standard III.	Standard IV.	Standard V.	Standards VI. and VII.
A.—To make a band and fix it for stitching, and work not less than 2½ inches, and sew on a string.	A.—To gather and stroke down 7 inches, and fix into a band of 3 inches, and set in 1½ inches (right and wrong sides).	A.—To double down as for a band a piece of calico 3 inches square, fix it by tacking, cut and work a button-hole, and sew on a button.	A.—To cut out in paper the pattern of half of a yoked overall with one sleeve, and to make it up by tacking.
B.—To cast on 30 loops and knit with 4 pins 10 rounds, breaking and joining the cotton at least once, and cast off.	B.—To put in a flannel patch about 2 inches square.	B.—To cast on 25 loops, and with two needles knit the heel of a stocking, turn it, and cast off.	B.—To turn down a hem ¾ inch wide, to fix two tucks 5 inches long, and to run at least half of one.
C.—To darn on single thread canvas or on cheese cloth 20 rows 1½ inches long, and to work 3 inches of herring bone.	C.—To cast on 37 stitches and knit with 4 needles 10 rounds, showing seam, stitch, and two decreasings on each side as for the back of a stocking, and to darn an irregular space about ½ inch square on stocking material.	C.—To plain darn a hole in stocking material.	C.—To put in a calico patch 2 inches square; or To put in a print patch 2 inches square.
D.—To fix and work a sew and fell seam of 5 inches in cotton of two colours, so as to show a join in the cotton, both in seam and fell; turn down and fix for hemming the four sides of the (joined) material.	D.—To cut out and tack together a child's chemise or a simple pinafore (plain or lined pap	D.—To cut out (in paper) an infant's shirt, and to make it up by tacking; and to show on material how the arm-hole can be strengthened with a piece of tape.	D.—To run and fell together two pieces of calico 5 inches in length, and on a tacked hem work a button-hole as for the front of a shirt.
			Standard VII.
			A.—To sew and fell together 1 inch of two pieces of calico, and to put in a gusset as for the body of a shirt and stitch it across.
			B.—To darn on coarse linen a diagonal cut ½ inch long.
			C.—To darn on woollen material a three-cornered or hedge tear, the sides of the tear to be not less than ½ an inch.
			D.—To cut out in material and tack together a reduced pattern of the garment selected for the year's work.

Standard IV., Group D.; Standard V., Group D.; Standard VI., Group A; and Standard VII., Group D.

*in each of the above groups.**

*intended as a guide to Teachers.

A.—On e piece of calico 5 inches by 2½, and a piece of tape 2 inches long.	A.—A piece of calico 3 inches by 7, and a piece 3½ inches square.	A.—A piece of calico 3 inches square, and a linen button, unpierced.	A.—A piece of cutting-out paper (lined or plain) about a yard square.
B.—A set of 4 knitting pins and cotton.	B.—A piece of flannel 4 inches square, and a piece 2 inches square.	B.—A pair of knitting pins and cotton or wool.	B.—A piece of calico 5 inches square.
C.—A piece of single thread canvas or cheese cloth not less than 4 inches square.	C.—A pair of knitting pins and cotton, and a piece of stocking web 3 inches square.	C.—A piece of stocking-web material 3 inches square.	C.—A piece of calico 5 inches square, and one 2½ inches square and a piece of print 5 inches square and one 2½ inches square.
D.—Two pieces of calico 5 inches by 2½, and cotton of two colours.	D.—A sheet of plain or lined cutting-out paper about a square yard.	D.—A sheet of cutting-out paper (plain or lined) about ¼ of a yard; and a piece of calico 4 inches square, and a piece of tape 3 inches long.	D.—Two pieces of calico 5 inches by 2½.
			Standard VII.
			A.—Two pieces of calico 5 inches by 2½, and one piece for gusset, square or triangular.
			B.—A piece of coarse linen 3 inches square.
			C.—A piece of woollen material (serge, cashmere, twill, flannel, &c.) 3 inches square.
			D.—A piece of thin calico about a yard square.

should be sufficient to furnish work for children grouped according to Rule 3; *e.g.*, for 24 children in *See* Note 3 in Schedule III. (B) of the Code (Needlework) as to "fixing" and "casting on."

Syllabus of Needlework Exercises for Small Schools.

In the following Table the requirements of the Code for each Group are divided into exercises of moderate length, any one of which may be given by the Inspector in their respective Groups.

Stage I.	Stage II.
A.—To work a sew and fell seam of 5 inches in cotton of two colours, so as to show a join in the cotton, both in seam and fell.	A.—To gather and stroke down 7 inches, and fix it into a band of 3 inches, and set in 1½ inches (right and wrong sides).
B.—To knit 12 rows ribbed, purl and plain, and afterwards cast off.	B.—To put in a flannel or a calico or a print patch 2 inches square.
C.—To make a band of calico 3 inches in length and to pleat into it a piece of calico 9 inches in length.	C.—To cast on 15 loops, and knit with two pins 15 rows, showing seam, stitch, and two decreasings on each side as for the back of a stocking, and to darn an irregular space about one (square) inch on stocking material.
	D.—To double down as for a band and on this cut and work a button-hole, one end round, the other braced, and to sew on a linen button.
	*E.—To cut out and tack together the pattern (full size) of a pinafore, chemise, or other simple garment. * (For the highest class only.)

Materials required for the Exercises in each of the above Groups.

N.B.—The sizes specified below are intended as a guide to teachers.

Stage I.	Stage II.
A.—Two pieces of calico 5 inches by 2½ and cotton of two colours.	A.—A piece of calico 3 inches by 7, and a piece 3½ inches square.
B.—A pair of knitting pins and cotton.	B.—A piece of flannel 4 inches square, and a piece 2 inches square. A piece of calico 5 inches square, and a piece 2 inches square. A piece of print 5 inches square and a piece 2 inches square.
C.—One piece of calico 3½ inches by 2½ inches, and one piece of calico 3 inches by 9 inches.	C.—A pair of knitting pins and cotton, and a piece of stocking web 3 inches square.
	D.—A piece of calico 3 inches square, and a linen button not pierced.
	E.—A piece of tissue paper about 1 square yard.

The material required should be carefully prepared and arranged beforehand. The quantity provided should be sufficient to furnish work for children grouped according to Rule 3; *e.g.*, for 20 children in Stage II. it will be sufficient to have five packets of material prepared for four children in each Group.

APPENDIX II.

THE KEEPING OF SCHOOL RECORDS.

1. The Code requires that managers of schools shall provide suitable records—registers, log-book, and cash book (Article 8); and, before any grant is made, the Education Department must be satisfied "that the admission and daily attendance of the scholars are carefully registered by or under the supervision of the principal teacher, and periodically verified by the managers; that accounts of income and expenditure are accurately kept by the managers and duly audited; and that all statistical returns and certificates of character are trustworthy."

2. The necessary books should be bought out of school funds and be the exclusive property of the school.

3. All entries must be original, not copied from slates, papers, or memoranda of any kind. They must be made from the first in ink. Pencil entries of any kind are altogether forbidden. There must be no erasures nor insertions. If it is necessary to make any correction, this should be done in such manner that the original entry and the alteration made are both clear on the face of the record. The entries should be consecutive; no blanks should be left between them.

4. The name of the school should be distinctly written on the cover or title-page of each book.

REGISTERS.

5. In every school or department there should be—
(*a*) A register of admission, progress, and withdrawal.
(*b*) Attendance registers.
(*c*) A register of summaries.

The pages of these registers must be numbered consecutively. Each register should be signed on the title-page by the correspondent of the school, with the date at which it was supplied to the teacher. No leaf should be withdrawn from, or inserted in, any register. The registers presented to H.M. Inspector must be the original registers, which have been in use throughout the year, and on which the returns are based. The head teacher of a school or department will, in all cases, be held responsible for the proper keeping of the records of that school or department, and should not delegate to any subordinate the keeping of any of these registers, except those of attendance. A pupil-teacher who has completed his second year may register the attendance of his own class. A first or second year pupil-teacher may not be employed in registration.

6. The managers are held responsible for the efficient verification of the registration. Form 9 contains certificates to be signed by managers, (1) that the school registers and books of account have been so kept as to leave no doubt respecting the accuracy of the entries in this Form that are taken from them; (2) that the attendance registers have been invariably marked on each occasion the school has been open, and closed before the commencement of the minimum time specified in Article 12; and (3) that the accuracy of the registers has been tested by the managers on several occasions and the result recorded in the log-book. In order that managers may be able to give these certificates, they are required to visit the school without notice, at least once in every quarter, at some time when the attendance registers should have been marked and added up for that meeting of the school and to check the entries. This should be done by ascertaining (1) that each of the children present at the time of marking has been marked present, and each of the children not so present has been marked absent; (2) that the totals of these attendances have been duly entered; (3) that the instructions for the keeping of these registers, hereafter laid down, have been fulfilled; and (4) that the admission register and summary have been properly kept up to date. The result of each such visit should be entered by the visiting manager in the log-book, dated, and signed by him. The managers should also, at the end of the year, check the number of times the school has been opened, and also a sufficient number of the attendance totals (at least 10 per cent.) to convince themselves of the accuracy of the registration.

ADMISSION REGISTER.

7. The entry for each scholar should be made in this register *on his admission* to the school. Successive numbers must be allotted to the scholars on their admission, so that each may have his own number, which he should retain throughout his career in the school, and which should be used to identify him. This will be especially useful when there are two or more scholars of the same name. When more than one entry is made for the same scholar, that is to say, when he has been admitted and re-admitted, he should resume his old number, and cross references should be made to the entries.

8. No child's name should be removed from this register until he has become exempt from legal obligation to attend school, unless it has been ascertained that he is dead, is attending another school, or has left the neighbourhood. If no information can be obtained the name may be removed after a continuous absence of four weeks.

9. This register must show distinctly for each scholar who has actually been present in the school—

(*a*) His number on the register.
(*b*) The date of his admission (and re-admission)—day, month, and year.
(*c*) His name *in full*.
(*d*) The name and address of his parent or guardian.
(*e*) Whether exemption from religious instruction is claimed on his behalf.
(*f*) The exact date of his birth—day, month, and year.
(*g*) The last school he attended before entering this school. If this is his first school, the word "none" should be entered in this column.
(*h*) The date of his last attendance at *this* school and the cause of his leaving.

* 10. This register must have an alphabetical index, and be permanently preserved.

ATTENDANCE REGISTERS.

* 11. Separate registers should be provided for older scholars, for infants and for half-timers in each school or department. For school years beginning on or after 1st September, 1900, the infant registers must show the attendances of infants under five separately. On no account should the attendances of any scholar be entered in a register of one of these sections when he is being taught with another section or be transferred from one section to another. Separate registers should also be provided for recording the attendance of scholars at special classes for instruction in any of the subjects mentioned in Art. 12 (*f*). These registers should show accurately the dates on which the class meets and the time during which the scholar is under instruction at each meeting; and those for cookery classes should also distinguish between attendances at demonstrations and time spent by the scholars in cooking with their own hands.

12. The approved time-table must provide adequate time at each meeting of the school for marking the registers, and they must be marked and the attendance totals entered during the time so provided. This time must end before the commencement of the minimum time constituting an attendance as defined by Art. 12, after which no scholar may be marked present except as provided in par. 17.

* In day schools the marking of the registers for the afternoon meeting may not commence within an hour of the close of the morning meeting, except on occasions for which the special sanction of the Department has been given to a shorter interval.

13. The name of the school, department, and class should appear on the cover of each register.

14. There must be columns for the admission numbers and names of the scholars, both of which must invariably be entered at the same time, and a column for the attendances at each meeting in the school year, which column should be properly dated *before any entry of attendances or absences is made in it*. These attendance columns should be grouped in weeks, and at the foot of them should be spaces for totals of the number present when the registers were marked and the number withdrawn before the time constituting an attendance is complete (Art. 12 (*d*)). There is no need that the weekly total of attendances of each scholar should be entered; but it will be convenient to add up, and record the total of, the attendances of each quarter.

15. If school fees are entered in the register, they should be kept quite separate from the other entries; the best place will be the extreme left of the page before the names of the scholars.

16. Every scholar whose name has been entered in the admission register and not removed from that register must be definitely marked \ (present) or ◯ (absent at every meeting of the school.

17. When a scholar leaves before the completion of the minimum time prescribed by Art. 12, his mark of presence must be cancelled immediately on leaving by drawing a ring round it thus, ⃠ and his attendance must be deducted from the total. But this need not be done in the case of a scholar leaving the school for instruction in any of the subjects mentioned in Art. 12 (*f*), unless it is subsequently ascertained that such scholar has not completed the minimum time constituting an attendance. Any scholar marked absent at any meeting who is found—when the registers of a central class for cookery, drawing, science, &c., or the registers of attendance at museums or other places approved under Art. 12 (*g*), are examined—to have been present during the minimum time constituting an attendance (Art. 12 (*a*) and (*b*)), at such class or partly at such class and partly at the school, may have the letter C, D, S, M, A, &c., entered inside the mark of absence, thus, (C) (D) (S) (M) (A). All attendances so registered should be added to the total attendances of each child at some time not later than the end of the year

When a child is prevented from attending the school by reason of a notice of the sanitary authority under Art. 88 of the Code, or any provision of an Act of Parliament, or is excluded under medical advice because the house in which he lives is infected (Art. 101*), his mark of absence should be entered thus (E) (epidemic sickness).

18. At each meeting the total number of scholars marked present should be checked by counting those actually present before the correct total is entered at the foot of the register.

19. The number of scholars who have left any meeting before completing their attendances (*see* 17 above) must be entered *before the close of each meeting*.

20. When the school does not meet on an occasion for which space is provided in the registers, this space must before the next meeting be cancelled by one or more lines being plainly drawn through it. The reason why the school did not meet should always appear in the log-book. For longer periods "holiday" should be written across the column.

21. Attendance registers should be preserved for ten years after they are filled.

22. The attendance registers must be marked every time the school meets, however small the attendance, and the meeting must be counted in ascertaining the average attendance.

REGISTER OF SUMMARIES.

23. In day schools, the attendance totals of each class and department, for each week or part of a week, the number of times each department has been open for the same periods, and the average attendance of each department for these periods should be entered in the Register of Summaries *at the close of each week*.

24. At the end of the school year the total number of attendances and meetings for that year should be ascertained for each school or department. A separate summary of the attendances of children under five years of age must be given for school years beginning on or after 1st September, 1900.

25. The average attendance for the year should also be ascertained for each section of the school for which separate returns are required by dividing the total number of attendances in the year by the number of meetings of the school in that year.

26. The summary should also show the number of scholars on the registers at the end of the school year classified as required by Form 9.

27. Registers of Summaries should be permanently preserved.

LOG-BOOK.

28. "The log-book must be stoutly bound and contain not less than 300 ruled pages. It must be kept by the principal teacher, who is required to enter in it, from time to time, such events as the introduction of new books, apparatus, or courses of instruction, any plan of lessons approved by the inspector, the visits of managers, absence, illness, or failure of duty on the part of any of the school staff, or any special circumstances affecting the school, that may, for the sake of future reference or for any other reason, deserve to be recorded. No reflections or opinions of a general character are to be entered in the log-book." (Art. 8.)

29. Entries in the log-book should be made by the head teacher at the end of each school week, and at such other times as occasion may require. No entries should be made by other persons except by the correspondent at the close of the school year, by the managers who check the registers periodically, and by the Inspector as directed in paragraph 5 of the Revised Instructions.

30. The log-book should contain an explanation of the reason for the closing of the school on all occasions on which it is closed. It should also contain an account of all important variations in the attendance, and all deviations from the ordinary routine of the school.

31. Log-books should be kept as a permanent record.

PUNISHMENT BOOK.

32. A separate book must be kept in which every case of corporal punishment inflicted in the school should be entered.

ACCOUNTS.

33. Among the conditions required to be fulfilled by a school in order to obtain an annual parliamentary grant (Art. 76), the Department must be satisfied that accounts of income and expenditure are accurately kept by the managers and duly audited (Art. 85*d*), and the income of the school must be applied only for the purpose of public elementary schools (Art. 90).

34. In schools not provided by School Boards, a cash book should be kept in the form shown on the opposite page.

When this book is accurately kept, the totals of the several columns will furnish the returns required for the summary account in pages 2 and 3 of the managers' returns (Form 9).

The cash book should if possible be kept at the school, or, if not, in such a place that it may be produced without delay to H.M. Inspector at any visit he pays to the school.

35. It should be strictly borne in mind that this summary account in Form 9 is not a statement of assets and liabilities, but a cash account, and a cash account having reference only to the maintenance of the school. It follows from this (1) that every amount actually received or actually disbursed, within the period for which the account is rendered, for the annual maintenance of the school, should be included in the account for that period, and (2) that any amount not actually received or paid within the period for which the account is rendered should not be so included. If the simple rule be followed of entering in the cash book each receipt or payment on account of the maintenance of the school, as it occurs, all complication will be avoided.

36. All entries of accounts received and amounts paid should be duly supported by vouchers—the former by the counterfoils of the receipt book, the latter by acknowledgments of receipt properly dated and signed by the persons who rendered the services or supplied the goods paid for, and setting forth the nature of those goods or services.

37. There should be a treasurer elected by the managers or subscribers. The treasurer should be a responsible person, not a member of the staff of the school, and, by preference, unconnected with the school.

38. The balance with which each account commences should be that with which the previous account ends. The balance with which each account ends—*i.e.*, the difference between the two sides of the account—should show the actual amount

Dr.

RECEIPTS—(*left hand or Debtor page.*)

A	B	C	D	1			2	3	4	5	6	7	8	
Date	No. of Counterfoil of Receipt Book or Voucher	From whom received.	Particulars of Receipt.	Grant from the Education Department.			Net Annual Income from Endowment.	Voluntary Contributions, including Collections in Churches or Chapels.	School Fees.	Received for Books and other School Requisites sold to Children.	Grant From Science and Art Dept.	Contributions from a Common Fund.	Other Sources.	Total
				Annual Grant.	Fee Grant.	Aid Grant.								
				£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.

PAYMENTS—(*right hand or Creditor page.*) Cr.

A	B	C	D	1		2	3	4	5	6	7	8	9	
Date.	No. of Voucher.	To whom paid.	Particulars of Payment.	SALARIES. (a) Of Principal Teachers.	(b) Of all other Teachers.	Books and Stationery.	Apparatus and Furniture.	Fuel, Light, and Cleaning.	Repairs to Buildings.	Rent.	Rates, Taxes, and Insurance.	Contributions to a Common Fund	Other Expenses.	Total.
				£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.

of overdraft, or the actual cash in hand, on account of the annual maintenance of the school. The treasurer, and the managers through him, are responsible for the accuracy of these balances.

39. No amount should be entered as a voluntary contribution which is not definitely given, without valuable consideration, by persons unconnected with the staff of the school. No amount entered as a voluntary contribution should afterwards be withdrawn.

40. When a receipt is given to a collector for a total amount collected by him, the counterfoil of the receipt book should be supported by his account of the various amounts paid to him by the contributors.

41. The entries for salaries of teachers must include only the sums paid to them for teaching and keeping the school. They must not include any payment made to teachers for discharging other duties, which must be paid for out of a separate fund.

42. The income of the school must be "applied only for the purpose of public elementary schools" (*Elementary Education Act*, 1876, § 20).

This is held by the Department to allow the school accounts to include expenditure on a school library, or part of the salary of an organising teacher, or of a teacher of drawing, manual instruction, drill, cookery, laundry work, or any other special subject, employed by the managers of several schools at a central class or as a peripatetic teacher; but not any outlay on the premises beyond the cost of ordinary repairs, or expenditure on Sunday-schools or school treats, or for other purposes not recognised by the Department as educational. Any income from endowment if spent according to the terms of the trust upon other than educational objects is not held to be income of the school (Article 90 of the Code).

43. The accounts of the receipts and expenditure of every school not provided by a School Board must be annually audited in the manner prescribed by Article 85 (*d*) of the Code.

44. Means should be adopted for confining the school accounts exclusively to the transactions of the school itself, apart from all other accounts, and for making them *complete* records of all such transactions. Where practicable, it would be found a great convenience that a special bank account should be kept for the school, into which all income should be paid, and out of which all payments should be made, by cheque.

45. Under the provisions of the Elementary School Teachers (Superannuation) Act, 1898, and of the Rules made under the Act, the contributions due from teachers to the deferred annuity funds are deducted at the end of the school year from the grants to the schools where they are employed, and the managers are entitled to deduct from the teachers' salaries, as they are paid, the amount of their contributions. But the accounts will not be correctly stated unless the *gross* sums for grants and for salaries are entered. Each payment of grant represents the full grant paid by the Department to the managers less the teachers' contributions paid by the managers to the Department. Similarly, the net payments by the managers to the teachers are the difference between the gross salaries due to them, and the deductions for their contributions. Thus, while it is essential to enter the gross grants and gross salaries in the accounts, in order to bring the accounts into harmony with the actual transactions, the following rules should be observed:—

(*a*) For every entry of grant (gross) a corresponding entry should be made, on the expenditure side, of the deduction from the grant for the contributions to the superannuation funds.

(*b*) For every entry of salary (gross) a corresponding entry should be made, on the income side, of the deduction from that salary.

The deductions may be entered under the heads of "other expenses" and of "income arising from other sources."

APPENDIX III.

HALF-TIME SCHOLARS.

CIRCULAR 271.

7th April, 1887.*

You will observe that the definition of a half-time scholar in Article 11 has been altered in the Code for the present year by the addition of the words "and in either case recognised by the Department as a half-time scholar."

This alteration has been made in order to prevent Article 12 (*b*) from giving undue benefit to schools in respect of scholars who have passed the half-time standard, but are not habitually employed. It would be manifestly unfair that a scholar whose employment has been so occasional that he has been able to attend (*e.g.*) four-fifths of the times the school has been open, should be allowed by Article 12 (*b*) to contribute to the total number of attendances a greater number than he could possibly have made as a full-time scholar.

The following instructions have been slightly changed from those of previous years to meet the change in the Code:—

1. The attendances of *all* scholars will continue to be entered daily in the class registers.

2. A separate *half-time register* will be kept of all half-time scholars. The managers should not enter in this register the name of any scholar unless he has obtained a labour certificate from the local authority of the district, and is actually employed in conformity with such certificate.

3. In this half-time register will be posted, at the close of each week, the number of the attendances made by each of the half-time scholars during the week.

4. The class registers will be marked for half-time scholars just in the same way as for other scholars, presence *for not less than two hours of secular instruction* being marked by a stroke, and the entry for the week in the half-time register will be the number of such *two-hour attendances* made during the week. When the yearly total is ascertained, 50 per cent. may be added to it, to obtain the number of "attendances" as defined in Article 12 (*b*).

5. In Form 9 it will be necessary, for statistical purposes, to have the total number of two-hour attendances, whether made by half-time or whole-time scholars, stated. The average attendance entered in Form 9 will be found by dividing this number by the number of meetings of the school. In the space following the entry of average attendance (Number VII. (6)) will be entered, as at present, the additional attendances (50 per cent. of those made by the half-time scholars) claimed under Article 12 (*b*). The average attendance, which will be the basis of the grant, will be calculated from the above data in the Office.

6. At the end of the year a list will be drawn up, signed by the officer of the local authority, and presented to the Inspector, certifying (*a*) the number of two-hour attendances made by each half-time scholar, (*b*) the addition claimed on his behalf under Article 12 (*b*). This addition may not exceed—

(i.) *One-half* of the two-hour attendances made by the scholar during the year, or during the portion of the year that has elapsed since the scholar became qualified as a half-timer; or

(ii.) Such a number as when added to the number of his two-hour attendances will give a total equal to *three-fourths* of the number of meetings of the school during the year,† or during the portion of the year that has elapsed since the scholar became qualified as a half-timer.

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* Paragraph 6, (i.) and (ii.), has been slightly modified since this Appendix was issued as a circular.

† *E.g.*, suppose a school to have met 420 times—

A half-timer if quite regular throughout the year, will be present at 210 meetings; and Article 12 (*b*) allows in this case an addition of 105 to his two-hour attendances.

If from any cause, such as illness or residence in the district for less than a year, or the fact that the scholar has become qualified as a half-timer in the course of the year, his attendances fall short of 210, he may still be counted as a half-timer for the number of times he does attend. In such a case, if he attend, say, 180 times, he may have an addition of 90 to his two-hour attendances.

If, on the other hand, he has been out of work for any time, and, therefore, at school, he may have made more than 210 two-hour attendances. In respect of such extra attendances he has no claim to be treated as a half-timer. If he has attended (say) 260 times he may be allowed an addition of 55 to make up 315—*i.e.*, three-fourths of 420.

In Form 10 the Inspector will certify, in answer to Question IV. on page 7, the total number of additional attendances claimed and allowed under Article 12 (*b*) in respect of all half-time scholars.

APPENDIX IV.

INSTRUCTIONS AS TO EXAMINATION IN SINGING FOR GRANTS UNDER ARTICLES 98 (*d*) AND 101 (*d*).

1. The music-tests are not to be applied to individual children.

2. If during the examination the Inspector should notice that *one* or *two* voices are unduly leading the bulk of the children, such voices may be silenced for a time.

3. Teachers may be allowed to start, but not to join in, the singing, except when adding a bass or independent part to the song tests. It will be found advisable (especially in girls' schools) to allow the teacher to sing the ear-tests to the children.

4. The Staff-notation tests will be found equally applicable to the systems of "fixed" or "movable" *Do;* a set of Tonic Sol-fa tests (Part II.) closely corresponding to those in the Staff-notation (Part I.) is appended. In schools where both the Staff and Tonic Sol-fa systems are taught, different divisions may be presented in either notation.

5. As Inspectors may find that the application of every test to each of the divisions will occupy more time than can be allotted to this one subject, it may suffice for the purpose of recommending the higher grant of one shilling if *two* tests are applied to each division; the tests being varied in different divisions—*e.g.*, note and time, time and ear, ear and song, &c.

6. For either the lower or higher grant *three* songs must be prepared in the first division, and *five* in each of the other divisions. There is no objection to a repetition of some of the same songs in different divisions. You should see that the songs, or a large proportion of them, are of a good standard character, and guaranteed by their composers' reputation or by their merited acceptance in the sphere of national or traditional music.

7. A school which has applied for the higher grant, but has failed to secure it, may be recommended for the lower grant of sixpence without further examination, if the Inspector is of opinion that the time and attention devoted to music would have secured the lower grant.

8. In cases where the different divisions show varying degrees of merit, the Inspector will use his discretion in adjudging the grant according to his view of the whole case.

9. For purposes of examination the standards may be grouped into divisions, thus:—

1st Division	=	Infants.
2nd ,,	=	Standards I. and II.
3rd ,,	=	Standards III. and IV.
4th ,,	=	Standards V. and upwards.

This, of course, only applies to large schools; in small schools Inspectors may permit any grouping which they think justified by the circumstances. If desirable, small schools may be examined in two divisions only, provided that a certain number of children in each of the two divisions are able to pass some of the tests applicable to Divisions II. and III. respectively.

10. Exemptions in small schools:—

(*a*) Schools with an average attendance of less than 60 older scholars may be considered small schools. The upward limit to be at the discretion of the Inspector in view of all the circumstances of a school.

(*b*) In such small schools the songs may be presented in unison, and no higher tests should be required of Standards V. and upwards than those of Division III.

(*c*) In any other schools in which there is only one certificated teacher Standards V. and upwards may be tested in Division IV., but excluding the combined time and tune test.

11. Schools taking note-singing for the first time may present Standards V. and upwards in Division III.

12. In large schools where the standards are taught and examined separately, a higher proficiency may be demanded in Standards II. and IV. than in the lower standards in the same division.

13. The song-tests may be prepared either "by ear" or "by note," and may be sung either with or without books.

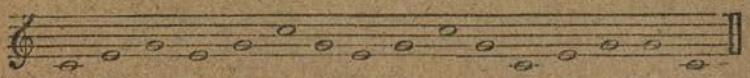
PART I.

Schools using the Staff Notation.

Division I.

1. *Note Test.*—To sing, as pointed out by the examiner, the notes of the key-chord of C (*Do, Mi, Sol, Do*) *in an easy order*, using the Sol-fa syllables.

Example:



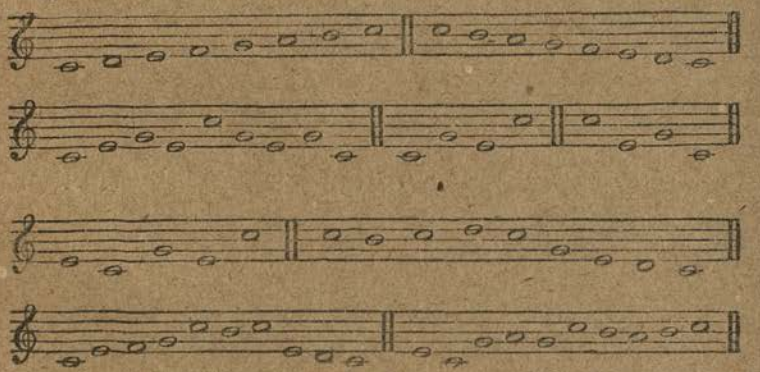
2. *Song Test.*—To sing sweetly an easy school-song or action-song. Three songs to be prepared.

The compass of these songs should lie between C and D^1, and the words should be such as children can understand.

Division II.

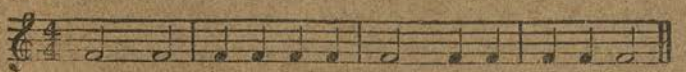
1. *Note Test.*—To sing slowly, as pointed out by the examiner, and using the Sol-fa syllables, the ascending and descending notes of the scale of C, the notes of the key-chord of C (*Do, Mi, Sol, Do*) in any order, and also small groups of consecutive notes of the scale of C as written by the Examiner.

Examples:



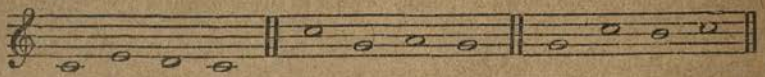
2. *Time Test.*—To sing on one sound, to the syllable *laa* or *doh*, an exercise in $\frac{2}{4}$ or $\frac{4}{4}$ time, which shall include minims and crotchets.

Example:



3. *Ear Test.*—To repeat (*i.e.*, imitate, not name) a simple phrase of not more than four notes using the syllable "*laa*," after hearing the examiner sing (or play) it twice through.

Example :

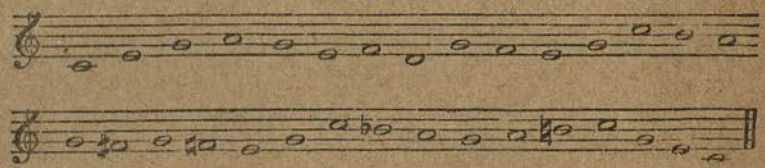


4. *Song Test.*—To sing in unison, in good time and tune and sweetly, a school song (set to words). Five songs to be prepared.

DIVISION III.

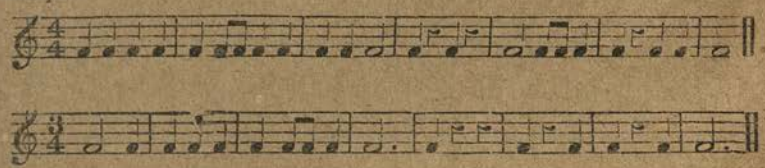
1. *Note Test.*—To sing slowly as pointed out by the Examiner, using the Sol-fa syllables, a series of notes in the key of C, containing an F sharp contradicted by an F natural, and a B flat contradicted by a B natural. The F sharp should be approached by the note G and return to G as in the example, and the B flat should be approached by C, and be followed by A as in the example.

Example :



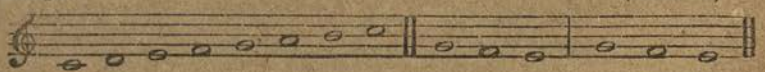
2. *Time Test.*—To sing on one sound, to the syllable *laa* or *doh*, an exercise in $\frac{4}{4}$ or $\frac{3}{4}$ time, containing semibreves, minims, crotchets, quavers, and dotted minims, and also rests on non-accented portions of the bar.

Example :



3. *Ear Test.*—To repeat and afterwards name any three *consecutive* notes of the scale of C which the Examiner may twice sing to the syllable *laa* (or play), *each* time first giving the chord or the scale of C. The test should commence on some note of the key-chord.

Example : (Children.)



(By Examiner.) *Sol, Fa, Mi.*

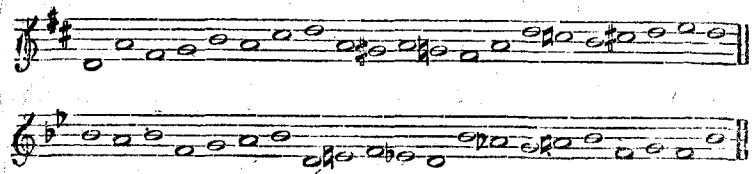
This test should only be applied to the more advanced children of this division.

4. *Song Test.*—To sing in unison, in good time and tune, and with due expression, a school song (set to words). Five songs to be prepared. Rounds or two-part songs may be offered in place of unison songs.

DIVISION IV.

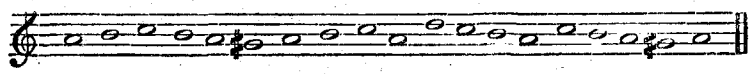
1. *Note Test.*—To sing slowly, using the Sol-fa syllables, from the examiner's pointing, any simple diatonic passage in the keys of G (one sharp), D (two sharps), F (one flat), or B flat (two flats); and also a similar simple passage containing accidentals to raise the fourth of the scale (approached by the third or fifth) and to flatten the seventh (approached by the octave), properly contradicted.

Examples:



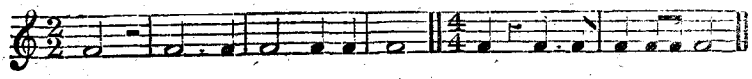
Also, to sing in the same way as above described, a short passage in the key of A minor, introducing the sharpened seventh approached from and leading to the note A, but without introducing the sixth (major or minor) or the minor seventh of the scale.

Example:

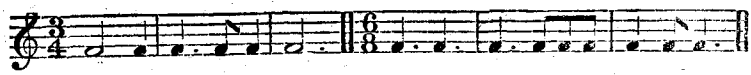


2. *Time Test.*—To sing on one sound, one or more series of notes and rests in $\frac{2}{2}\ \frac{4}{4}\ \frac{3}{2}$ and $\frac{3}{4}$ times, which may include dotted minims and (in crotchet time) dotted crotchets; also a simple phrase in $\frac{6}{8}$ time, counting two beats in a bar.

Examples:



(Counting twice.)

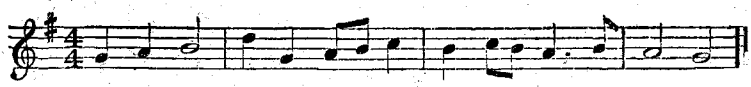


3. *Combined Time and Tune Tests.*—(To be applied to schools in which the average attendance of older scholars exceeds 60.)

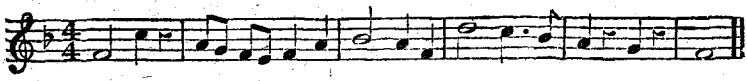
To sing at sight using the Sol-fa syllables, simple passages written in time and tune. The test may be first monotoned in time.

Examples:

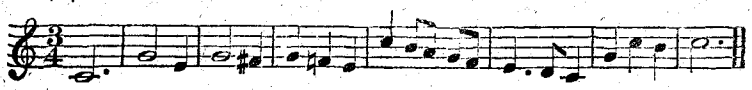
(1.)



(2.)

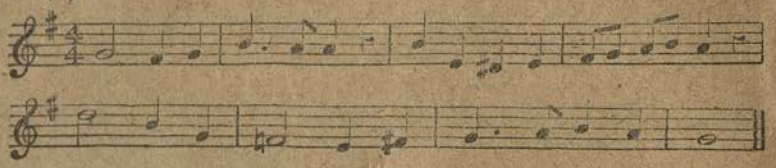


(3.)



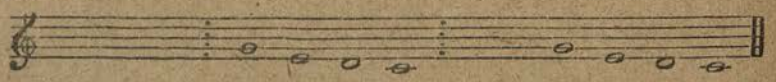
[More difficult than the foregoing, suitable for Standards VI. and VII. where taught separately.]

(4.)



4. *Ear Test.*—To repeat and afterwards name the notes of a simple diatonic phrase consisting of not more than four notes of the scale of C, which the examiner may *twice* sing to *laa* (or play), each time giving the chord or the scale of C.

Example:



(Examiner): *Laa, laa, laa, laa.* (Children): *Sol, Mi, Re, Do.*

This test should only be applied to the more advanced children of this division. Should special aptitude be shown, they may be asked to name the *time* of an easy phrase sung twice to them by the examiner.

5. *Song Test.*—To sing, in good time, tune, expression, and in a pleasing quality of tone, a school-song in two or more parts or a round (set to words). Five songs to be prepared.

PART II.

For Schools using the Tonic Sol-fa Method and Notation.

Division I.

1. *Note Test.*—To sing from the examiner's pointing on the modulator, the tones of a *Doh* chord *in any easy order*, using the Sol-fa syllables.

Examples:

Key C or D.
(1.) d m d s m s d¹ s m s d

Key F or G.
(2.) d s_1 d m s m d s_1 d

2. *Song Test.*—To sing sweetly an easy school-song or action-song. Three songs to be prepared.

The compass of these songs should lie between C and D¹ and the words should be such as children can understand.

Division II.

1. *Note Test.*—To Sol-fa slowly from the examiner's pointing on the modulator, in any key—the key-tone and chord being given—the tones of the *Doh* chord in any order, and the other tones of the scale in stepwise succession.

Examples:

Key C or D.
(1.) d s m d¹ s m s d m r d m s l s f m s l t d¹

Key F or G.
(2.) d m d s_1 l_1 t_1 d m s f m r m d t_1 d s_1 d m s s_1 d

2. *Time Test.*—To sing on one tone to the syllable *laa* or *doh* an exercise including one-pulse and two-pulse tones, in two-pulse or four-pulse measure.

Example: | d : d | d : — | d : ← | d : d | d : — ‖

3. *Ear Test.*—To repeat (*i.e.*, imitate, not name) a simple phrase of not more than four notes using the syllable "*laa*," after hearing the examiner sing (or play) it twice through.

Example: d m r d ‖ d¹ s l s ‖ s d¹ t d¹ ‖

4. *Song Test.*—To sing in unison, in good time and tune, and sweetly, a school song (set to words). Five songs to be prepared.

Division III.

1. *Note Test* (*Modulator*).—(*a.*) To Sol-fa from the examiner's pointing on the modulator, or from dictation, in any key, simple passages in the major diatonic scale, including fe and ta in stepwise progression, used thus, s fe s—d^1 ta l.

Examples:

Key C or D.

(1.) d m s l s m f r s f m s d^1 t l s fe s f m s d^1 ta l s l t d^1 s m d

Key F or G.

(2.) d s_1 m r d t_1 d r m d ta_1 l_1 t_1 d r m s fe s f r d

(*b.*) (*Written or printed.*) To Sol-fa at sight a written or printed exercise, including the notes of the *Doh* chord in any order, and any other notes of the major diatonic scale in stepwise succession.

Examples:

Key C or D.

(1.) d d m r d m s f m s l s l t d^1

Key F or G.

(2.) m s d r m f m d t_1 d s_1 l_1 t_1 d s m r d

2. *Time Test.*—To sing on one sound to the syllable *laa* or *doh* an exercise in three-pulse or four-pulse measure, containing one-pulse notes, half-pulse notes, and whole-pulse rests on the non-accented pulses of the measure.

Examples:

(1.) ‖ d : d | d : d | d : d.d | d : d | d : d | d : | d : | d : }
| d : d.d | d : d | d : | d : | d : — | — : — ‖ }

2.) ‖ d : — : d | d : d : d | d : d.d : d | d : — : — | d : : }
| d : : d | d : : d | d : — : — ‖ }

3. *Ear Test.*—To imitate to "*laa*," and afterwards name any three consecutive tones of the scale, which the examiner may *twice* sing to *laa* (or play), each time first giving the *Doh* chord, or the scale. The test should commence on some tone of the *Doh* chord.

Example:—Examiner sings d m s d^1 s m d. Then to "laa" he sings s f m. The children then repeat to *laa*, and afterwards give the Sol-fa names.

This test should only be applied to the more advanced children of this division.

4. *Song Test.*—To sing in unison, in good time and tune, and with due expression, a school song (set to words). Five songs to be prepared. Rounds or two-part songs may be offered in place of unison songs.

Division IV.

1. *Note Test* (*Written or printed*).—To Sol-fa slowly, any simple diatonic passage in the major key; also a similar simple passage containing a transition of one remove indicated by bridge notes.

Examples:

Key D A. t. f. D

(1.) d m s f m r d s ^{s}d t_1 d m r d ^{d}s f m s l t d^1 ‖

Key E flat f. A flat E flat . t

(2.) d s m f r d m s d^1 $^{d^1}$s f m r f m ^{m}l t d^1 s m d m r l s t_1 d ‖

Also, to Sol-fa a short passage in the minor key or mode, introducing *se* used thus —*l se l* but without introducing *fah* or *bay* or *soh*.

Example:

Doh is C, Lah is A.

d^1 t l se l t d^1 l r^1 d^1 t l d^1 t l se l ‖

2. *Time Test.*—To sing on one tone, one or more series of notes in two-pulse, three-pulse, or four-pulse measure, including pulse-and-a-half notes; also a simple phrase in six-pulse measure, beating twice to the measure.

Example:

(1.) | d : — | : | d : d | d : -.d | d : d.d | d : — ‖

(2.) | d : — : d | d : -.d : d | d : — : — ‖

(Beating twice.)

(3.) | d : — : — | d : d : d | d : — : d | d : — : — ‖

3. *Combined Time and Tune Test.*—(To be applied to schools in which the average attendance of older scholars exceeds 60.)

To Sol-fa at sight *simple* passages written in time and tune. The test may be first monotoned in time.

Examples:

Key D.

(1.) | s : — | m : d | m.r : d.t_1 | d : | d : -.r | m : f | s : t_1 | d : — ‖

Key G.

(2.) | d : — | t_1 : d | r : — | s_1 : | s : — | f : m.r | m : -.r | d : }
| r : — | m : r | s_1 : s | f : — | m : r.d | r : -.m | r : — | d : ‖

Key D.

(3.) | m : r | d.r : m.f | s : fe | s : — | f : m.r | d : ta_1 | l_1 : t_1 | r : d ‖

[More difficult than the foregoing, suitable for Standards VI. and VII. where taught separately.]

Key F. C. t.

(4.) | d : t_1 : d | r : -.m : f | m : ^{m}l : t | d^1 : -.r^1 : d^1 }
f, F
| $^{d^1}$s : f.m : r.d | l : se : l | l : s.f : m.r | r : — : d ‖

4. *Ear Test.*—To imitate and afterwards name the notes of a simple diatonic phrase consisting of not more than four tones, which the examiner may sing or play twice, each time first giving the *Doh* chord.

Example:

s m r d ‖ d m l s ‖ d^1 l t s ‖ s l s d^1 ‖

This test should only be applied to the more advanced children of this division. Should special aptitude be shown they may be asked to name the *time* of an easy passage sung twice to them by the examiner.

5. *Song Test.*—To sing, in good time, tune, expression, and in a pleasing quality of tone, a school song in two or more parts or a round (set to words). Five songs to be prepared.

N.B.—It is hoped that the relation between the Tonic Sol-fa and the Staff Notations will be taught to Scholars in Standards V. and upwards. The following are the points to which attention may be profitably given:—

Theoretical Knowledge.

1. The Staff and the alphabetical names (as C, D, E, &c.) of the lines and spaces in the treble clef. (It will be an advantage if boys are also made acquainted with the bass clef.)

2. The signatures of major keys to four sharps and four flats, and the rules for finding key notes from signatures.

3. The meaning of the most used time signatures with crotchet beats (viz. $\frac{3}{4}$ and $\frac{4}{4}$).

4. The relative values of notes from the breve to the semiquaver and the meaning of the added dot. The signs for rests.

Practical Skill.

5. Singing (using the Sol-fa syllables) easy diatonic phrases from pointing on a large staff from any position of the key note and of tune tests in the key of C, the same as given in Division III. (Staff Notation).

6. Monotone time tests the same as given in Division III. (Staff Notation).

APPENDIX V.

COOKERY AND LAUNDRY WORK.

METHOD OF TEACHING COOKERY.

DEMONSTRATION CLASS.—The teacher should cook two or more dishes before the girls from beginning to end, the girls being instructed in principles as well as in the reasons for the separate processes. Method of procedure and cleanliness of arrangements should be carefully attended to. Where possible a blackboard sketch should be given of the lesson, and the children should copy this with the recipes into their note books.

PRACTICE CLASS.—The children, working in pairs, should practise with their own hands the dishes taught in demonstration on the same or a previous day; each pair should cook, finish, and dish up at least two of these dishes; the teacher should see that the previous teaching is strictly copied and carried out.

SCULLERY CLASS.—The children should tidy up the kitchen, clean tables, and utensils, polish tins, &c.

Out of a class of 18 girls

4	children to	clean knives.
4	,,	scrub boards.
2	,,	wash up.
2	,,	wipe things dry.
2	,,	put things away.
4	,,	polish tins.

N.B.—(1.) At the end of each lesson the dishes cooked should be placed by the children on a convenient table for exhibition.

(2.) The cooking of large quantities often leads to difficulty in disposing of the food. A very successful lesson may be given and practised with only 2 oz. of meat used for making a stew or pie, and 1 gill of milk used for making a rice pudding. (Small pie dishes and pudding basins are required.)

NOTES ON ARRANGEMENT OF A COOKERY SYLLABUS.

I.—After the first lesson on scullery work one of the suggested dishes in this Syllabus should be taught both at demonstration and practice classes.

II.—The teacher will, of course, add dishes of her own choosing for each lesson according to the time allotted for the class; these extra dishes should, when possible, be illustrative of a back lesson.

III.—The dish illustrating the fresh principle or fresh primary method of cookery should always be demonstrated and practised first, and short rules to be learnt should be given on it.

IV.—The dietary value of the food and cost of the materials should be taught at each lesson.

V.—If more than 15 demonstrations are to be given, it is advisable to repeat those in which the teacher has reason to think that her class has failed to understand the principles correctly.

VI.—If fewer than 15 demonstrations are to be given, those marked with an asterisk can be coupled with another lesson.

Lesson.	Cookery Principle or Primary Method.	
1*	Scullery work	Cleaning of utensils. Lighting, cleaning, and management of a stove.
2	Bread-making and baking	Yeast bread. Baking-powder bread.
3	Stewing	Irish stew. Beef stew. Haricot mutton.
4	Boiling or steaming ...	Neck of mutton. Sheep's head. Boiled fish.
5	Roasting or baking ...	Sheep's heart. Rabbit. Topside of beef.
	Cold meat cookery ...	Shepherd's pie. Toad-in-the-hole. Mince.
	Frying	Liver and bacon. Pancakes. Fishcakes (clarified fat).
8*	Vegetables	Potatoes. Greens. Root vegetables.
	Soups	Meat or vegetable soups. Lentil soup.
10	Pastry	Short pastry. Flaky pastry.
11*	Fish	Boiled, baked, or fried fish.
12	Invalid cookery	Beef tea (two ways). Steamed fish. Custard pudding.
13*	Broiling or grilling ...	Chop. Steak. Fish.
14*	Milk pudding	Rice. Semolina. Macaroni.
15*	Boiled pudding	Roly-poly pudding. Plum pudding. Boiled or steamed batter.

Utensils Necessary for a Cookery Class of Eighteen Girls.

9 pudding basins (6 1-gill and 3 ½-pint)	9 saucepans (various sizes)
9 pasteboards	9 bowls or basins for mixing
9 rolling pins	6 pie dishes (1-gill)
2 paste brushes	3 ,, (½-pint)
18 knives	2 frying pans
12 forks	1 large tin bath, 1 zinc pail — for scullery work
12 iron spoons	18 plates
12 wooden spoons	4 dishes
3 tea spoons	4 scrubbing brushes
2 bread tins	1 knife-board
3 baking sheets	1 pair scales and weights
1 Yorkshire pudding tin	1 gill measure
12 patty pans	1 ½-pint ,,
3 jugs	1 pint ,,

(The utensils named below are not absolutely necessary but convenient.)

1 kettle	1 wire sieve
1 colander	2 round cutters (different sizes)
1 flour dredger	

SUGGESTED GRADUATED SCHEME OF INSTRUCTION IN COOKERY IN PUBLIC ELEMENTARY SCHOOLS.

First Year.—Cookery Principles and Primary Methods illustrated by simple dishes. The choice and cost of Materials. Cleaning, lighting, and management of stove. Scullery work.

Second Year.—Instruction should be given on the various Food Stuffs—*i.e.*, cereals, pulse fruits, vegetables, meats, and fish; beverages. The dietary value of food. Digestion of albumen, starch, fat. More advanced dishes should be demonstrated and practised at each lesson illustrating over again the Primary Methods taught in the First Year course.

Third Year.—Complete dinners should be cooked by groups of children attending the class. The price of the dinner and the number of persons for whom it is intended should be written on the blackboard. Instruction should be given on:—

(*a*) Expenditure of wages on food.
(*b*) The making of preserves.
(*c*) Use and abuse of tinned foods.
(*d*) Vegetarian diets.
(*e*) Preparation of food suitable for infants.

The scholars should have practice in drawing up menus of dinners suitable for an artisan family, stating the price and season of the year.

LAUNDRY WORK.

The lessons are expected to include instruction in:—

(*a*) Washing of linen, woollen, cotton prints, muslins and laces.
(*b*) Starching and stiffening processes.
(*c*) Methods of drying and hanging out of clothes.
(*d*) Ironing and goffering.
(*e*) Cleansing of tubs, copper, irons, &c.

Simple explanations should be given on:—

(*a*) Hard and soft water.
(*b*) Use of alkalies in washing.
(*c*) Different kinds of soap.

APPENDIX VI.

ADDITIONAL FACILITIES FOR THE BANKING OF SCHOOL PENCE.

With a view to the further encouragement of thrift, the Postmaster-General has decided that, **in cases where school managers and teachers find the penny bank system unsuited to their requirements,** he will render them assistance on the following lines—

Upon application being made to the Controller of the Savings Bank Department, the manager or teacher will be supplied with stamp deposit forms of either of the following descriptions, viz.—(1) forms containing spaces for 12 stamps with which envelopes will be supplied for the safe keeping of the forms; or (2) forms containing spaces for 48 stamps folded to a convenient size, and printed on much stouter paper, not requiring the protection of an envelope. The name of the school with a space for the name of the scholar will be printed on the forms.

N.B.—The use of the form with spaces for 48 stamps will be of advantage to the Post Office, inasmuch as it will tend to lessen the unavoidable expense of dealing with frequent deposits of amounts under 4s.

If required, a credit stock of stamps can be obtained by furnishing a letter of indemnity signed by two householders. A form for the purpose is provided by the Savings Bank Department.

On the day appointed for the receipt of the pence saved, the manager or teacher will

exchange them for stamps and see the stamps affixed to the forms, which the children will take home as evidence to the parents of the money having been paid in, the forms being then either kept by the parents or returned to the school until the next depositing day.

When the school is within a reasonable distance of a Post Office, and the number of depositors and the amount to be deposited are sufficient to justify the cost, a Post Office clerk will attend at the school at certain intervals, say monthly or quarterly, according to arrangement, to receive the completed stamp forms as deposits in the Post Office Savings Bank.

Where the school is situated in a remote district, or in cases where the transactions are not numerous, the following arrangements have been made to assist the managers and teachers in bringing the deposits to account, viz. :—

(1.) In order to open an account in the name of a child over seven years of age in the Post Office Savings Bank, a form of declaration (S.B., No. 8) should be filled up and signed by such child, the signature being duly attested. The declaration should be presented at a Post Office Savings Bank with the completed stamp forms by some one connected with the school, and a deposit book would then be issued in the child's name and handed to the applicant. When the child is under seven years of age, a form of declaration (S.B., No. 8B) should be filled up and signed on behalf of the child, and presented at the Post Office in like manner. A supply of declaration forms can be obtained at any Post Office Savings Bank.

(2.) If it is inconvenient for anyone connected with the school to attend periodically at a Post Office in order to open accounts for the children, arrangements will be made for the manager or teacher to send the completed stamp deposit forms, together with the declarations, in a registered letter envelope to the Post Office. Special envelopes will be provided by the Department for the purpose, and the postage and registration fee will not be charged. The deposit books, when issued, will be forwarded by Post to the manager or teacher.

The completed stamp deposit forms could be deposited in accounts already opened by forwarding the deposit books with the stamp deposit forms.

APPENDIX VII.

THE TRAINING AND INSTRUCTION OF PUPIL-TEACHERS.

Need of more systematic preparation.

1. The attention of my Lords has of late been specially directed to the instruction and training of pupil-teachers, and to the need which exists for additional efforts to make that training effective. It is the frequent complaint of the authorities of Normal Colleges that much of their time and labour during the first year of training is necessarily expended upon elementary work which ought to have been done during the period of apprenticeship. And the reports of H.M. Inspectors from time to time bear witness to the superficial acquirements of many of the pupil-teachers, and to the imperfect and unsystematic character of the preparation they often receive for their future work.

Responsibility of Managers.

2. The Code (Article 34) has cast upon managers increased responsibility in this matter; and attention is now called to several of the most important deficiencies often observed in the training of pupil-teachers, in the hope that, by the co-operation of managers and teachers, those deficiencies may be supplied, and that the standard of qualification, among those who are intending to become schoolmasters and mistresses, may be improved.

Reading.

3. In reading aloud the pupil-teachers need more practice than is usually provided for them. They are required once a year to read before H.M. Inspector; but the manner in which this exercise is performed often proves that they have had little practice and still less of instruction in the art of reading. It should be borne in mind that no one can hope to teach reading well whose own elocution is not clear, articulate, and expressive. Frequent practice, under skilled supervision and criticism, is necessary in order to acquire this art. A judicious school manager may, without interfering in any way with the duties and the authority of the head teacher, occasionally render useful service by inviting the pupil-teachers to read aloud in his presence, and by encouraging those whose reading is most accurate, pleasing, and intelligent.

Elocution.

4. The recitation is often unsatisfactory, owing partly to the same causes—the lack of proper instruction and of a good model or pattern of excellence—and partly to the mischievous practice of placing in the hands of the learner the passage which has to be committed to memory, as an isolated fragment, without context or introduction. The chief purpose of this exercise is to familiarise the young student with some of the masterpieces of English

literature, and to encourage a taste for reading. But this purpose is not fulfilled when the pupil-teacher is permitted to learn by heart a number of lines from a poem of which he knows neither the beginning nor the end. Whenever, therefore an extract from a poem or a play is presented for recitation, H.M. Inspector will expect to be satisfied that the entire poem or play itself shall have been read by the pupil-teacher, or at least that he shall have a good general acquaintance with the scope and purport of the work, and with the relation in which the extract stands to the whole of which it forms a part.

Text-Books. 5. In close connexion with this subject, it should be noted that there is serious objection to the use of those manuals and text-books which profess to cover for each year the exact area prescribed for the examination and nothing more. Such books have a narrowing and very injurious effect on the average learner, and are found by all the more intelligent of the pupil-teachers to be meagre and unsatisfactory. For example, if a certain portion of history, geography, or science is prescribed, the book put into the hands of the student should not confine itself to that portion, but should treat the whole subject with sufficient fulness to enable him to understand the true significance of that portion of it to which the examination of the year is to refer.

Arithmetic. 6. The papers prepared by the pupil-teachers at the periodical examinations show that the teaching of arithmetic leaves much to be desired. The arithmetical exercises have been too often limited to the working out of "sums," and have failed to exercise the reason of the learners in connexion with the meaning and the theory of the rules employed. More attention will now be needed to this important part of the teacher's training. The Inspector has been instructed "to ask the teacher of the class to give a demonstrative lesson." And it is added that "he should so work out an example on the black-board as to make the reason for every step of the process intelligible and interesting to the scholars." It is manifest that this requirement cannot be fulfilled in schools in which the pupil-teacher in his time of study is simply told to sit down and work exercises, and is not helped and guided by his teacher to a right understanding of arithmetical principles.

The Art of Teaching. 7. It is too often overlooked that my Lords in sanctioning the engagement of pupil-teachers desire not only to provide the masters and mistresses with such aid in the work of conducting the classes, as the age and abilities of those young people enable them to give; but also to secure for them an apprenticeship in the art of teaching. The Inspectors of training colleges often find on inquiry that the students have during the four years of their engagement been merely placed in charge of a class, and have rarely given a lesson under supervision, or received any counsel or criticism with regard to the plan of teaching they adopt. The time-table of every school should be so framed that the head teacher may be free, once a week at least, to listen to his pupil-teachers while they are conducting their classes, and to point out to them afterwards the reasons why some methods are right and others wrong.

Written Exercises and Note Books. 8. H.M. Inspectors have been instructed "to review occasionally the written exercises and note-books of the pupil-teachers, and to observe by means of the date appended to each exercise whether the instruction has been duly given throughout the whole year." This is a matter of much importance in its bearing, not only on the accuracy with which lessons are recorded and remembered, but also on the habits of mind which the young teacher is forming. The practice of making notes of lessons in small memorandum books, or on loose sheets of paper, encourages carelessness, and causes much waste of labour. Students are much more likely to make finished and exact records of their work when those records are entered in books intended to be preserved. Such books prove hereafter to be useful for reference, and they serve, when methodically arranged and dated, as evidences of progress. At the end of the notes of each lesson a blank page should be left for the insertion of any new facts or illustrations which may subsequently be met with in the pupil-teacher's own reading and experience, and which may enable him, if he gives the lesson again, to treat the subject with more fulness and with better effect. As a further help towards the more methodical employment of the hours devoted to instruction and private study, it is important that a time-table should be prepared, and carefully observed

throughout the year. H.M. Inspectors will be instructed to call for this time-table occasionally, and to report upon it.

Skilled Teaching and Personal Attention needed. 9. The present course, if pursued with care and intelligence, and if the teaching is rightly distributed over the whole year, will suffice to enable any pupil-teacher to fulfil his or her engagement with credit, and generally to obtain admission to a training college. But there is need for better methods of instruction, for a wiser economy of time, and for more of personal attention on the part of the head master or mistress to the special needs and difficulties of each of the apprentices. In training a pupil-teacher it is needful to have regard both to the amount of information he acquires and to the manner in which he acquires it. His training during the four years of his engagement is very imperfect if it does not give him the habit of application and an interest in intellectual pursuits, and this end cannot be attained when the instruction he receives is mechanical and unintelligent.

Collective Instruction. 10. Many of the most efficient bodies of school managers have of late taken great pains to render the training of their pupil-teachers more complete and systematic. By the establishment of central classes, by setting the younger apprentices free during a larger portion of the school day to pursue their studies under supervision, and, above all, by such a division of labour among the principal teachers as assigns to each of them the subject and the work with which he is most conversant, the character of the instruction in many of the large towns has been greatly improved. In rural schools such plans are nearly impracticable. But there are many places in which the teachers of two or three schools or departments in the same town or district might usefully combine, and now that it is no longer necessary for the pupil-teacher to receive the whole of his instruction from the certificated teacher of his own school, such combination will become less difficult. By establishing Saturday morning classes and dividing among themselves the various subjects according to the special aptitude of each, neighbouring teachers may economise their own powers and give to a group of pupil-teachers the stimulus and advantage of collective instruction. And in nearly all schools it should be possible, by a better adjustment of the work of the day, to secure, especially in the first and second year of the apprenticeship, additional time for the pupil-teachers' private study.

Prize Schemes. 11. Prize schemes for encouraging the studies of pupil-teachers have met with considerable success in Blackburn, in Bradford, in East Suffolk, and in other districts. By the co-operation of H.M. Inspectors with the head teachers of a neighbourhood, and with the leading school managers and others who subscribe to the funds, local societies have been formed which offer prizes for the best essay or composition, for an excellent specimen of needlework, for a well-classified collection of flowers and plants, or for special proficiency in any of the subjects of instruction. Sometimes the prize takes the form of a contribution, helping the holder to proceed to a training college; sometimes it is available for the purchase of books; and in all cases the schemes have been found to excite a wholesome emulation among the pupil-teachers, to recognise and encourage the efforts of the best of the head teachers, and to awaken the interest of the friends of education in the improvement of the schools of a district.

Other means of Mental and General Cultivation. 12. Incidentally, it is often in the power of a judicious and sympathetic manager to render substantial service in many other ways to the assistant masters and mistresses as well as to the pupil-teachers. Those young people are sometimes isolated, at a distance from home, and without access to books or means of intellectual or social improvement, other than those supplied by the school itself. When a good library for pupil-teachers is not provided, a manager may, after kindly inquiry into their special tastes and needs, help them much by the loan of books—not necessarily books connected with lessons or examinations, but any literature calculated to please and interest the readers, to widen their range of thought, and to cultivate and refine their tastes. In many cases the managers may, by placing themselves in communication with the National Home Reading Union, be instrumental in establishing a local "reading circle," and in introducing to it some of the more thoughtful and promising of the apprentices and assistants. But study and book-work alone do not complete the education of these young persons for the work and

the life which are before them. A natural history club, a cricket club, a little debating or literary society, a course of university extension lectures, a visit to a neighbouring factory or picture gallery or famous building, a well-planned holiday excursion, may have no visible or immediate relation to the school duties; but any one of these things is in its own way useful in its influence on the character and general power of the youthful teacher. And it should be the special aim of managers who take an interest in his career to acquaint themselves with such resources as the neighbourhood of the school presents, and, when occasion offers, to bring them under his notice, and to facilitate access to them. The future usefulness of the teacher depends, not only on what he knows and can do, but on what he *is*—on his tastes, on his aims in life, on his general mental cultivation, and on the spirit in which he does his work. Managers and teachers are requested to bear in mind that, although such qualifications cannot be formulated in a schedule or made the subject of examination, they are nevertheless indispensable as conditions of all true improvement in national education.

APPENDIX VIII.

INSTRUCTION OF INFANTS.

By the Code of 1892, teachers holding either the Elementary or Advanced Certificate of the National Froebel Union were allowed to rank as assistant teachers in infant schools under inspection. The reason for this concession is, that the Department are desirous of giving further encouragement to the employment of Kindergarten methods.

The circumstances of infant schools have altered considerably in the last few years; the numbers in the lower classes having increased (especially in schools which have accepted the Fee Grant, and have consequently either abolished or largely reduced their school fees) a full four years' attendance at the infant school will be the rule and not the exception. The improvement also shown in passing the standards at an earlier age than formerly gives to infant schools greater liberty and leisure in developing natural methods of education.

As regards the Elementary Subjects the conditions of the Code are fully satisfied if the scholars over seven can pass, as a rule, in the First Standard; nothing more should be attempted in these subjects in the infant schools, except in the few cases in which scholars are allowed to be retained for the work of the Second Standard. The scholars in the lower classes of infant schools may therefore be relieved from any premature preparation for those subjects on methods ill-suited to their tender age.

Two leading principles should be regarded as a sound basis for the education of early childhood:

(1) The recognition of the child's spontaneous activity, and the stimulation of this activity in certain well-defined directions by the teachers.

(2) The harmonious and complete development of the whole of a child's faculties. The teacher should pay especial regard to the love of movement, which can alone secure healthy physical conditions; to the observant use of the organs of sense, especially those of sight and touch; and to that eager desire of questioning which intelligent children exhibit. All these should be encouraged under due limitations, and should be developed simultaneously, so that each stage of development may be complete in itself.

It has been strongly urged that sufficient attention has not been paid in the past to these principles; indeed, it is often found that the Kindergarten Occupations are treated as mere toys, or amusing pastimes, because they are attractive for children, and the intellectual character of the "Gifts of Froebel" is disregarded, whereas the main object of these lessons is to stimulate intelligent individual effort.

The attention of teachers should be directed to the chief consideration which underlies true methods of infant teaching—viz., the association of one lesson with another through some one leading idea or ideas. The reading lessons, occupations, and object lessons may all be usefully combined for one purpose—*e.g.*, if the teacher wishes to impress on her class some knowledge of a domestic animal, she may usefully combine the object lesson for general study of its structure; the reading lesson for a knowledge of its habits and character; some occupation, such as pricking the

outline, to impress an exact knowledge of its form; a song or simple story bearing on its association with human life; so that familiarity with animals, especially with domestic animals, and a kind treatment of them may be fostered.

On the other hand, teachers should be cautioned against the mere repetition of the same exercises and lessons; the progressive character of the whole scheme of instruction should be constantly kept in view; and each exercise should lead up to something beyond itself.

Pictures and flowers have been wisely introduced of late in greater abundance into infant schools and have added much to their cheerfulness and attractiveness. They should be frequently taken down into the class, and made the subject of conversation. It is not enough that the children should be taught to observe these things and to answer questions upon them; they should be encouraged in every way to give expression in their own words to what they know, what they want to know, and what they think.

It will be found that the Elementary Subjects when taught on right methods can be treated with greater variety; Reading becomes a Kindergarten lesson through pictures and word building; Writing becomes a variety of Kindergarten drawing; elementary exercises in Number are associated with many of the Kindergarten occupations.

It is the experience of many good teachers that by the adoption of such methods it is found to be unnecessary before the sixth year is passed to employ books for Reading, except occasionally for a change of occupation, or perform any exercise in Writing except the elements of letters, or to do any formal Arithmetic work on slates.

It may reasonably be hoped that the observance of these suggestions will materially improve the work of the younger children in infant schools and classes, by relieving the teacher from that useless sub-division in the elementary subjects, which has been hitherto generally employed, and by rendering the instruction less formal, but more varied and attractive.

The following list of varied occupations may serve as a guide to teachers, especially in infant schools or classes which may be divided into two sections for those lessons.

A.—What children between the ages of five and seven can do:—

Games with music.
Games without music (guessing games, &c.; taking messages).
Picture lessons.
Object lessons.
Story lessons—*e.g.*, stories from history; Grimm's Household Tales.
Recitations.
Paper folding.
Mosaic with coloured paper; use of gum.
Drawing. Brush drawing.
Plaiting paper.
Ruling simple geometrical forms.
Measuring length. Estimating length.
Weighing. Estimating weight.
Setting a table (carrying a glass of water without spilling it. Moving cups without breaking them).
Modelling in clay.
Basket work.
Cutting out patterns and shapes with scissors.
Word building.
Number pictures, with cubes, beads, &c.

B.—What children between three and five years of age can do:—

Games with music.
Games without music (guessing games, &c.).
Recitations—nursery rhymes, &c.
Picture lessons (learning to answer in complete sentences as to what they can see in a picture).
Paper folding.
Mosaic with coloured tablets.
Drawing.
Matching colours (picking out the same shades of wool from a heap of remnants).

Plaiting paper.
Working patterns with needle and worsted.
Threading beads in twos, threes, &c.
Arranging shells in twos, threes, &c.
Arranging "pictures of number" with cubes.
Word building.

APPENDIX IX.

INSTRUCTION OF LOWER STANDARDS IN SCHOOLS FOR OLDER SCHOLARS.

The condition of the lower part of many of the schools for older scholars is at present the weakest point of the instruction in public elementary schools.

In the best infant schools children are taught by natural methods, and are trained to use their powers of observation and reasoning; in schools for older scholars they are too often taught by arbitrary and conventional methods, and there is little in the general course of instruction to lead them to observe or to reason. Object lessons are in many cases discontinued, the reading lessons are encumbered with the teaching of spelling even in the 1st Standard, and hand and eye occupations are very rarely found. Arithmetic also often becomes a mere abstract or mechanical exercise, and is not made to rest upon simple questions of common life within the knowledge and observation of the scholars, nor is it always sufficiently an exercise in reasoning.

When the general character of the lesson presents so little opportunity for the cultivation of intelligence, it cannot be expected that the habit of a spontaneous desire to question which ought to be fostered in young scholars will arise; and it is to be feared that, when examined, they often reproduce knowledge which has been conveyed by methods which are not truly educational.

It should be borne in mind that object lessons cannot be dispensed with if habits of observation are to be duly fostered, and they should be treated as a means for mental exercise and not merely as opportunities for imparting miscellaneous information. Objects should always be present, and in sufficient numbers; and the chief aim should be to call into activity observation and the construction of clear mental pictures, so that the intelligence of the pupils may be exercised and developed. Geography, where it is a class subject, should be treated in a similar way, and should be taught by visible illustrations and by actual modelling in sand and clay, for the production of miniature rivers, mountains, &c. Tales from History also, if graphically told and well illustrated by striking pictures of sufficient size, will be very helpful in the same direction. Elementary science (the schemes for which as given in Schedule II. of the Code prescribe teaching by means of object lessons for the 1st, 2nd, and 3rd Standards) is obviously an excellent class subject from this point of view.

But whatever may be the method followed, some system of lessons should be arranged in every school by which an intelligent habit of observation and simple reasoning may be fostered, while it cannot be too clearly pointed out that all the subjects simultaneously dealt with in a curriculum should be kept as closely interconnected and made as mutually helpful as possible, and not be unduly isolated and specialised.

So also as regards hand and eye training, it is much to be regretted that the ingenious and progressive Kindergarten exercises for training scholars in deftness of hand and correctness of eye should be almost entirely discontinued after children leave the infant school; and the more so when it is remembered that the mind itself is most effectively trained by such exercises, whenever they are the expression of the children's own thought.

Drawing with coloured chalks, modelling in clay, embroidery of outlines, formation of geometrical patterns and models, and building with cubes, &c. have been tried with excellent results and at very small cost, as convenient methods of continuing the instruction given in the infant school.

You will be careful to explain to managers how very interesting, inexpensive, and educational all these methods are.

As regards the elementary subjects, spelling, unless founded upon methodical

and well-graduated lessons on classes of words, should be absolutely discouraged in the lower classes; and in arithmetic, no sums should be set in the three lower Standards which the scholars themselves cannot either put down when set in a concrete form or translate into concrete qualities when set in abstract numbers.

The use of the reading book for spelling lessons should also be discouraged. Otherwise the interest in the subject is lessened, and the time which should be devoted to intelligent conversation between the teacher and the class on the matter of the lesson is curtailed.

In connection with object lessons or other similar instruction, the practice of answering by complete sentences, which largely prevails in infant schools, should, whenever possible, take the place of elliptical or simultaneous answering.

Attention might be also usefully drawn to the desirability of employing, in these lower parts of schools for older scholars, women teachers who have had experience of infant teaching, and especially those who have been trained for Kindergarten work.

It should never be forgotten that, unless the lessons themselves are made attractive to these young children by their simplicity of treatment, by the suitability and variety of the illustrations, and by association with their everyday life, the most carefully drawn curriculum and the most thoughtful arrangement of time-tables will fail to attract the children of those parents, who set little value on the education of their children.

Their Lordships believe that there is nothing in the Code, or in the present system of examination that need in the least degree prevent such simple and natural methods of teaching as have been described, and they would be glad to hear of anything that would remove any impediment, should such appear to exist. They desire also to point out that the general intelligence which these methods of instruction tend to foster is of the highest advantage in improving the teaching of other subjects of instruction which form part of the curriculum.

APPENDIX X.

OBJECT TEACHING.

It has been observed that in schools in which Object Teaching has been introduced with most success the teachers have carefully distinguished between two kinds of instruction which in other schools are not seldom confused. These two kinds of instruction are—(1) observation of the Object itself, and (2) giving information about the object. This distinction is of importance, because the scope and method of the lesson differ according to its nature. Object Teaching leads the scholar to acquire knowledge by observation and experiment; and no instruction is properly so-called unless an Object is presented to the learner so that the addition to his knowledge may be made through the senses.

Junior teachers have not unfrequently given lessons before H.M. Inspectors which were wrongly described as Object Lessons because in dealing with the topic selected no suitable appeal was made to the eye of the scholar. A lesson, for example, on the elephant to children in village schools, who have no opportunity of visiting either Museums or Zoological Gardens, may convey information and store the memory with interesting facts, but it does not cultivate the habit of obtaining knowledge directly and at first-hand, or develop the faculty of observation. However well the lesson may be illustrated by diagrams, pictures, models, or lantern slides, if the children have no opportunity of handling or watching the actual object which is being dealt with, the teacher will be giving an information lesson rather than an object lesson. It should be always remembered that in Object Lessons the imparting of information is secondary to the cultivation of the faculty of observation.

Object Teaching should further be distinguished from Instruction in Natural Science. It is Elementary Science only in so far as it aids the child to observe some of the facts of nature upon which Natural Science is founded; but as it deals with such topics without formal arrangement, it differs widely from the systematic study of a particular science. The principles of scientific classification, the continuous

study of one group of natural phenomena, the generalisation from facts and the search for natural laws, belong to a later stage of mental discipline, which will be much more effectual if it is being based upon the preliminary training of the senses through sound Object Teaching. It is most important, therefore, that if, for example, Object Lessons are given on plant life, no attempt should be made to treat them as a continuous introduction to the study of Botany, or, if the lessons relate to animal life, to the study of Zoology. In Object Teaching the chief interest in the lesson should centre in the Object itself.

The following suggestions, which have been made by practical teachers, will be found useful:—

(1.) The teacher should select only so many of the Objects set forth in the appended or other similar lists as can be dealt with in the year without overburdening the scholars. Habits of observation are better cultivated by the thorough examination of a few objects than by the superficial treatment of many.

(2.) No Object should be chosen which the teacher cannot thoroughly illustrate either by the Object itself or by some adequate representation of the Object, or by both. All that is purely technical, whether in the mode of study or the language and terminology, should be carefully avoided.

(3.) The children should be encouraged to bring with them to the lesson illustrative specimens which they have collected or borrowed from friends.

(4.) The children should be encouraged to make simple drawings illustrative of their observations, wherever possible, and in certain cases to make simple records on square-ruled paper. Clay modelling and other manual occupations may be employed to test the accuracy of the impressions which the children form, and to fix them in their minds. Teachers also should frequently illustrate details of the lesson by blackboard drawings. Children who are jaded in five minutes by a lecture will be open-eyed and receptive for half-an-hour while the teacher draws as well as talks.

(5.) Visits to museums, art galleries, and other places of educational value or of national or historical interest are now recognised by the Code, and may advantageously be undertaken where possible in connection with the Object Teaching. Occasional class excursions out of school hours (or, if the instruction be in accordance with Art. 12 (*f*) of the Code, in school hours), under proper guidance, will enable teachers both to provide suitable Objects and to confirm previous impressions. It should be borne in mind that Objects, when they are brought into the class-room, cannot be there studied under their ordinary conditions; and therefore it is important by a proper use of such expeditions to let the children see what part the Object plays in its usual surroundings.

(6.) If the scholars are to learn intelligently from their Object Lessons, the first requisite is trained attention. The right method of securing this is to direct, in a conversational way, the attention of the children to the different parts of the object in an orderly manner, and explain the relation of each to the whole. After the analysis or study of separate detail, the object should be again treated as a whole. It should not be left in fragments, but the division into parts should be followed when possible by the reconstruction of them into their original unity. Through such teaching the vague and indefinite impressions which children receive from Objects when they are first presented to them are gradually converted into clear mental pictures.

(7.) The attempt to teach children to be accurate in observation cannot be separated from the need of making them accurate in description. After the children have been trained to observe a fact they should be practised in making a correct statement of it in a sentence of their own. This oral answering in complete sentences will lead to correct use of the English language, both in talking and writing, and will store the mind with a useful vocabulary. In the higher standards the children will be able to write brief weekly compositions in which they may express in a written form the ideas which they have acquired through oral instruction.

To sum up the main value of Object Teaching, there are three principal uses. The first and most important is to teach the children to observe, compare, an

contrast; the second is to impart information; and the third is to reinforce the other two by making the results of them the basis for instruction in Language, Drawing, Number, Modelling, and other Handwork.

There are, however, other important uses of good Object Teaching. It makes the lives of the children more happy and interesting by opening up an easily accessible and attractive field for the exercise of brain, hand, and eye. It gives the children an opportunity of learning the simplest natural facts, and directs their attention to external Objects, making their education less bookish. It further develops a love of nature and an interest in living things, and corrects the tendency which exists in many children to destructiveness and thoughtless unkindness to animals, and shows the ignorance and cruelty of such conduct. The value of the services which many animals render to man should be dwelt upon, and the importance of kindly treating them and preserving them should be pointed out. By these means, and in other ways, good Object Teaching may lay the foundation for the right direction of the activity and intelligence of the children throughout the whole school.

OBJECT LESSONS.

The following lessons deal with the ordinary phenomena of common life and with objects familiar to the children. The teacher's choice is not confined to these lists; other objects will be accepted subject to the approval of the Inspector. Any of the objects may be dealt with at the discretion of the teacher in more than one lesson, and although they have been grouped for convenience of reference, it is not intended to prescribe any specified number of them for a yearly course. With different treatment the same object may be adapted to more than one standard. Some teachers may prefer to deal with the same object in successive years, or to recur to it after a year's interval, expanding the study to suit the growing powers of the scholars. To meet the varying requirements of teachers it will be noticed that in some cases the names of the objects have been merely enumerated, while in other cases a few suggestions have been added as to the mode of treatment.

I.

PLANT LIFE.

(*a.*) The Study of Plants as Growing Things.

Grow an onion in a bottle of water and note appearance of root and stem. Make a model in clay of the various stages of growth at short intervals.

Grow mustard seed on damp flannel and note stages of growth.

Notice a few curious roots.

The carrot. Cut off the top of one and grow it in a saucer of water. Contrast the root of a daisy (fibrous).

Roots which walk. Strawberry or strayberry.

Violet root.

Contrast root of Iris and Solomon's Seal in their modes of extension.

Stem. Count the rings in a trunk that has been felled. Rings, how produced: estimate age of tree; the record of wet or dry seasons.

Climbing stems. Ivy.

Train bindweed up a stick and note that it turns to the right. If you unwind it and force it the other way (to the left) note how it resumes its old direction again, holding the stick with one of its leaf stalks to get a purchase for the change.

Simple experiments to show effect of light on (1) leaves and (2) roots. Celery; blanching.

Leaves of deciduous trees contrasted with leaves of evergreens. Contrast leaves of holly, ivy, and box with leaves of oak, elm, and beech.

Note autumn tints. Collect and press leaves of various colours in autumn.

Buds. Leaf-buds and flower-buds.

Parts of a flower.

Fruits. Different kinds.

(*b.*) Blossoms, Fruits, Seeds, and Leaves.

Parts of a flower.
Flowers of curious shape.
Pea blossom.
Insects and flowers.
Colours of flowers and insects.
Fruits. How seeds are scattered.
Shooting seeds.
Flying seeds.
Curious flowers—*e.g.*, primrose; compound flower (daisy); water lily.
Leaves. Shape, veining, arrangement.
Flowers as supplying (1) weather-glass, (2) clock, (3) calendar.
Examine celery plant. Cut leaf stalks into thin sections to see how a plant is built up.

(*c.*) How Plants are adapted to their Surroundings.

A bunch of spring flowers (according to time of year).
A bunch of summer flowers (according to time of year).
A bunch of autumn flowers (according to time of year).
Flowers and the soil. Bog plants.
Riverside plants.
Plants that grow in running water.
Plants that grow in still water.
Meadow plants.
Plants of the heath and moor.
Plants of the hills. Plants of the wood. Plants of the sea-coast and salt marshes.
Sundew and flesh-eating plants.
Ferns.
The spores of ferns.
Grow some spores in a pan under glass and watch growth and development of a fern. Contrast with growth of mustard from seed.
Mosses.
Lichens.
Funguses.
Simple experiments in manuring plants.
How plants help or hinder each other's growth.
Parasites. Mistletoe.
Plants which help or injure man.

II.

ANIMAL LIFE.

(*a.*)

The Cat (compare with Dog).—Eyes, rough dry tongue, soft pads and sharp claws, teeth, method of holding prey, drinking, covering of fur, whiskers, tail.

The Cow (compare with Sheep and Goat).—How she takes her food, teeth, chewing, milk (cheese and butter), tail, hoofs, covering, ears, horns, nose.

The Horse (compare with Donkey).—Covering, teeth, hoofs, tail, mane.

The Rabbit (compare with Hare).—Teeth, legs, feet, claws, covering, tail, whiskers, ears, eyes.

The Mouse (compare with Rat and Water Rat).—Teeth, paws, tail, whiskers, eyes, ears.

A Fish.—How fitted to live in water, weight, shape, covering, temperature, movements.

A Plaice (compare with Herring).—Flat, eyes on one side of head, gills, movements.

Animals which sleep in winter.—Examples: squirrel, dormouse, common snake, frog, toad, snail, slug. Preparation made for sleep.

(*b.*)

Mole.—Shape, snout, teeth, paws, claws, eyes, ears, fur, food.

Hedgehog.—Covering of spines, how it rolls itself into a ball and why, head, teeth, food.

Common Snake (compare with Viper).—Shape, covering, teeth, how it moves, how it swallows its prey.

Frog (compare with Toad and Newt).—Movement, capture of prey, breathing, winter quarters.

Garden Snail (compare with Slug).—Shell, mantle, head, horns, eyes, food preparation for winter sleep.

Earth Worm.—Shape, rings, locomotion, food, usefulness.
Spider (contrast with Bee).—Shape, segments, legs, eyes, jaws, spinnerets, web, breathing organs.

(*c.*)

Paws and Claws and their uses.—Cat, dog, rabbit, mouse, mole, frog.
Tails and their uses.—Horse, cow, donkey, dog, cat, monkeys, harvest mouse.
Tongues and their uses.—Cat, dog, cow, woodpecker, frog.
Teeth and their uses.—Man, cat, cow, horse, rabbit, snake, fangs of poisonous snakes.
Hair, Fur, Wool, and their uses.—Cat, mole, dog, sheep, fox.
Beaks of Birds and their uses.—Duck, fowl, parrot, sparrow, goat-sucker, heron.
Feet of Birds and their uses.—Duck, fowl, swift, owl, &c.
Insects.—Examples: bee, beetle, butterfly, cockroach, silkworm. Insect development, legs, wings, segments, mouth, breathing apparatus, ovipositors.

III.

THE SKY, THE AIR, THE SURFACE OF THE LAND, AND WATER.

(*a.*) The Sky.

Sunrise, noon, and sunset. (Note the object over which the sun is seen to rise from month to month. Note sun's position at noon, and its varying height above horizon.)
Shadow. (Note by aid of a spike erect on a flat disc the varying length of the shadow at noon. Study the shadows of objects. Variation in sharpness and depth.)
Moon. (Note the changes. Draw the shape from week to week.)
A few of the brightest constellations. (Make diagrams on square ruled paper from a study of the sky itself. Great Bear and Pole Star; Lyre and Vega; Cassiopeia.)
Planets. (Note any planet visible when the lesson is given. Mark its position on squared ruled paper for a few weeks.)
Varying length of day and night.

(*b.*) The Air.

Wind. Varying direction. (Note and keep record of the direction of the wind from day to day.)
Warmer and colder winds; rainy and dry winds.
Moisture in the air shown by seaweed; string (changing tension).
Wet cloth dries in the wind (water turns to vapour).
Vapour turns to water. (Breathing on slate. Clouds on hills. Evening mists.)
Clouds in the sky. Three chief kinds: "heaps," "beds," "feathers."
Rain. (Note size of drops. Raindrops on dust form little balls. Note effect of heavy rain in tearing up roads. Note the channels so made, and the arrangement of the sand and pebbles washed to a distance.)
Rainbow. (Note the succession of colours. Note position of sun behind observer and of the bow where the shower of rain is falling. Note that height of arch changes. When is it higher and when lower?)
Rainbow colours on shells, film of tar, &c. Feathers of birds.
Dew. (Note when formed. Cloudless weather. On what does it lie thickest?)
Hoar frost.
Snow. (Note size of flakes. Movement of flakes in the air as they fall. Snowdrift. Snow squeezed into ice.)
Hail. (Note when it falls. Examine hailstones. Is the hail accompanied by thunder?)
Thunder and lightning.

(*c.*) The Surface of the Land.

Level or sloping. Simple way of measuring slope. Height of school and neighbouring hill tops above sea level.

Flow of water over the land. Neighbouring stream or streams. Water-partings.

The river basin in which the school is situated.

Construct a model fountain and make simple observations on the pressure of water. Milldam. A "head" of water. Notion of falling water as a motor.

Soils. Clay, sand, slate, granite, chalk, quarries near school, gravel pits, clay pits, brick works. (Note how the rocks lie, in layers or in masses without structure.)

Stones in the brook, water worn; pebbles on beach, rounded; pebbles in gravel pit often with sharp edges, perhaps iceborne.

Difference between sand and mud. Crumbling rocks. Effect of frost on damp rocks.

Caves by the sea formed by the waves; caves inland formed by rain dissolving limestone; stalactites. (A lesson for schools in limestone regions or near rocky coasts.)

Building stone, marble, slate, Bath stone, sandstone, &c.

In marble, note shells, &c. Note plants in coal.

Volcanic rocks. Lava, brimstone, pumice stone, basalt or whinstone. (According to the nature of the district.)

Rock salt; crystals of salt. Salt in sea water. Mineral in solution.

Hard and soft water. Rain water compared with streams from chalk or limestone; leavings after evaporation. Fur in kettles. Softening hard water.

(In certain districts) other minerals in solution, sulphur wells, iron springs, medicinal waters.

Mortar and cement. (Slake lime and make mortar; note the heat, &c.)

Surface soils. Crumbled rocks. Waterborne sand and mud. Vegetable mould and earth worms.

Vegetation and cultivation. Forest, moor and heath. Heathers.

Hedgerow trees, elms, ashes.

Trees of the forest, oak, beech, birch.

Evergreen trees, pines and firs.

Evergreen plants and shrubs, holly, ivy, box. Contrast evergreen and deciduous leaves. (Note changes at fall of leaf. Autumn tints. Press specimens.)

Riverside trees, willows, poplars, aspens.

Hill pastures and meadows. Turf on the downs and hay in the valleys.

Gardens and their contents. Garden fruits and wild fruits. Garden flowers and wild flowers.

(*d.*) Water.

Standing water; ponds; pond life.

Springs and running water. Clear water looks shallower than it is. Simple experiments in illustration.

Study of flow of a stream. Where the flow is quicker (*a*) in the middle; (*b*) on one side, outer and inner bend. Where the bank is eaten away and where sand is spread out. Varying bottom; deep pools, shallows, sand banks. Confluence of tributary. Delta. Measure the speed at which the water flows.

Study of seashore. Rocky and sandy coasts. Soundings. The rise and fall of the tide. Currents. Drifting sand. Effect of frost on cliffs. Breakwaters. Layers of soil and rock exposed down the side of a cliff.

Measure with thermometer the temperature of (*a*) a spring; (*b*) a stream; (*c*) a pond; (*d*) the sea.

Ice. Study hardness, mode of fracture; splitting blocks with a needle. Does it sink or swim in water? Easy to make two surfaces of ice freeze together. Simple experiments with ice.

Watch and record behaviour of thermometer plunged in melting ice.

Melt some ice carefully to find out whether it takes up more or less room than the water into which it changes. (Force a mass of ice into a lump of clay and let it melt there.)

Freeze some water in a bottle and note bursting of bottle. Bursting of pipes.

Notes on expansion and contraction of substances illustrated by behaviour of water at different temperatures. Preliminary notion of thermometer.

Watch cold spring water being heated to boiling point in transparent glass vessel. Note bubbles of air given off, and as the water is heated bubbles of steam rising from below. Observe force of compressed steam. Preliminary notion of steam engine.

Dribble powdered alum into clear water. Hang thread in the solution and note the formation of crystal. Alum and other crystals.

Expose to the air crystals of (1) salt; (2) soda. Note change. What difference? What difference according to weather? Expose to the air crystals of saltpetre, and note result.

Dribble salt into clear water and note that it dissolves, quicker at first, then slower, at last no more is dissolved. Place a fresh egg in saturated solution and afterwards transfer it to clear water.

One liquid is denser than another. Compare water and mercury. Things which float in mercury and sink in water.

Upward pressure of water on bodies dropped into it. Why bodies sink or float. Why steel ships float. Why cork floats.

Simple experiments in displacement of water.

Simple experiments in pressure of water and pressure of air. Siphon. Squirt. Pump. Diving bell.

Distillation of water. Filtration.

Water; a combination of two gases, oxygen and hydrogen. Simple experiments.

IV.

OBJECT LESSONS FOR TOWN SCHOOLS.

(*a*.)

The water we drink—how obtained.
Some of the simpler properties of water.
River (or canal)—according to circumstances.
Boats, barges, or ships, with which children are familiar—according to circumstances.
Other ships, *e.g.*, Atlantic liners.
Bricks—their size, shape, and manufacture; their size, &c. to be ascertained by children's measurements.
Bricklayer's work—arrangement of bricks in 14-inch wall and in 9-inch wall, shown with real bricks or with small wooden ones; mortar, &c.
Coal—its simpler properties.
Coal—how obtained.
Coal—how transported and how used.
Coal-gas; it may be made in presence of the children.
Gas works and gas pipes.
Petroleum—how obtained; its simpler properties and uses.
Lamps and their dangers.
Common stones used in building and road-making.
Road-making and paving.
Quarries and quarrymen.
Railways—general sketch.
Engines and carriages.
The work of railway men.
The park or public garden—general sketch.
The park or public garden—one or two of its more conspicuous trees.
The park or public garden—one or two of its more conspicuous plants.
Comparison between calico and flannel.
Cotton and its manufacture.
Lancashire and the cotton district; mills.
Sheep-clipping and rearing.
The West Riding of Yorkshire; factories, &c.

(*b.*)

Cart-horse.
Donkey.
Sparrow.
Rat or mouse.
Cat.
Plants grown in schoolroom (acorn in glass of water).
Plants grown in schoolroom (mustard and cress).
Plants grown in schoolroom (hyacinth in water or pot).
Plants grown in schoolroom (a fern).
Costermonger and what he sells.
Some common fruits sold in streets or shops, *e.g.*, pears and apples.
Some common fruits sold in streets or shops, *e.g.*, strawberries.
Some common fruits sold in streets or shops, *e.g.*, oranges.
Some common fruits sold in streets or shops, *e.g.*, cocoanuts.
Things seen in grocer's window, *e.g.*, tea.
Things seen in grocer's window, *e.g.*, sugar.
Things seen in grocer's window, *e.g.*, coffee.
Things seen in grocer's window, *e.g.*, currants and raisins.
The baker and his work.
The milkman.
The addressing and posting of a letter.
The postman and Post Office.
The sweep and his work.
Dangers from fire and how they may be avoided.
The fireman and fire-engines.
'Bus or tram drives.
The policeman.

V.

OBJECT LESSONS FOR COUNTRY SCHOOLS.

(*a.*)

The farmyard.—Its buildings and their contents. Animals kept on a farm and their uses. Necessity of cleanliness, kindness, and suitable food.

The dairy and its contents.—Butter and cheese making.

Bees.—Bee-keeping.

Spring.—Spring flowers. Work in the fields in spring. The cuckoo and swallow. Record date of arrival.

Summer.—Different kinds of leaves and fruit. Work in the fields in summer.

Autumn.—Work in the fields.

A mill and the work of a miller.

Winter.—Frost. Ice. Snow.

Birds.—Singing birds, as the thrush and nightingale. Birds of prey, as the hawk. Swimming and wading birds, as the duck and heron.

Wild animals.—The fox, hare, and rabbit.

Minerals.—A mine. Three useful minerals.

The lessons on the seasons should correspond with the actual seasons of the year, and the different operations explained should be taken while each is in progress.

Leaves of trees may be dried by simply placing them between sheets of paper and pressing them. Their shapes may be used for the children to draw round on paper, which can afterwards be pricked and then sewn round.

(*b.*)

Springtime.—The waking of Nature. The lengthening daylight in the morning and evening, the coming warm weather, birds singing, building their nests, laying their eggs, the trees and hedges changing, buds and leaves, the bloom on fruit trees.

The local wild flowers of spring.—The daisy, primrose, bluebell.

Summertime.

The local wild flowers of summer.

Autumn.

The local wild flowers of autumn.

Winter.—The repose of Nature.

The land.—Woodland, meadowland, ploughland, moorland.

The sky.

A bird—covering, wings, beak, feet; motion; nests, eggs, food.

Local birds.—Thrush or blackbird, Lark, Robin, Rooks.

Birds which come for the summer.

Birds which come for the winter.

Local wild animals.—Rabbit, Hare, Fox, Hedgehog.
Animals on a farm.
Our village.
The carrier's cart.
The cottage garden.
The stream or river, its banks, the birds and animals that live near it.
A fish.
A plant.

(*c.*)

The garden in spring.
The farm in spring.
The garden in summer.
The farm in summer.
The garden in autumn.
The farm in autumn.
The garden in winter.
The farm in winter.
The weather and wind.
The soil; sunshine, air, rain, frost, manure.
The farmer's tools.—The plough, drill, reaping machine.
The crops; grass, corn, root-crops.
Wheat.
The potato.
The oak tree.
The elm tree.
The apple tree.
Evergreen trees.
An insect.
The spider and his web.
The butterfly; colours, beauty, history.
Bees.
The farmer's pests.
The farmer's friends.
A pond.
A frog.
A ramble in a wood and what may be seen there.
The railway.
Market-day in the neighbouring town.
A newspaper.

VI.

OBJECT LESSONS IN THE SCIENCE OF COMMON THINGS.

(*a.*)

Water.—How carried, jugs, bottles, barrels, spouts, funnels. Wells. Things that float, things that sink.

Solids.—Hard and soft, in the room and in clothing. Files. Hammer and nails. Buttons.

Powders.—Flour.

Pastes.—Paste, clay, putty.

Things porous.—Bread, sponge.

Things that melt.—Butter, tallow, sealing-wax. Ice, snow.

Water.—Drying clothes, breathing on slates, frost on the pane. The boiling of the kettle. The pot boiling over.

Things that dissolve.—Sugar, salt.

Air.—Bubbles, pouring water through funnel into empty bottle. A burning candle. Fans, blowing feathers. Paper windmills.

Forms of strength.—The floor, joists and boards. Wooden bridges. Steps and stairs.

Things that stretch.—Elastic bands.

Things that bend.—Bow and arrows. Cord, ropes.

Machines.—Tops. Roller for pastry, for garden. Perambulator.

Movements.—Walking, running, leaping, creeping, crawling.

Musical Toys.—Harmonicon. Bell.

(*b.*)

Water.—Pipes, taps, the fountain. Canals. Rafts, boats, anchors.

Solids.—Teeth, nails and claws. Sand-paper. Pins, needles, awl, gimlet. Hook and eye.

Powders.—Chalk, pencil.

Pastes.—Mud in streets, brickmaking.

Things porous.—Brick, chalk, springs of water.

Things that melt.—Candle-making. Icicles.

Water.—Manufacture of salt from brine. Rain-drops, hail, spray, water dust, the cloud.

Things that dissolve.—The manufacture of sugar.
Air.—The chimney, draughts. Waves and breakers. Winged seeds. Shuttle-cock, arrow and kite.
Forms of strength.—The ceiling. The arch. Ladders.
Things that stretch.—A football.
Things that bend.—Cart springs. Paper clips. Spider's web.
Machines.—Hoop, fly-wheel of sewing machine. Mangle. Waggon. Bicycle.
Movements.—Swimming.
Musical Toys.—Musical box. Drum.

(*c.*)

Water.—Syphon, pump. Oil, cream.
Solids.—Hinges, tyres, and axles. The grindstone. Screws and screwdrivers.
Powders.—Black lead.
Pastes.—Pottery.
Things porous.—Blotting paper, towels, wicks, earth.
Things that melt.—Lead, iron.
Water.—Salt lakes. Distillation of water. Clouds and rain.
Things that dissolve.—Crystals, hard water, varnishes.
Air.—The pop-gun, the fire-engine. Winds. A sailing ship.
Forms of strength.—The roof. Railway bridges. Cranes.
Things that bend.—Clock spring. Chains.
Machines.—The loom. Threshing machine. Rolling iron rails. Coining.
Movements.—Flying.
Musical Toys.—Tin whistle. Sounds from stretched cord.

VII.

Measuring, Weighing, and Testing.

A two-foot rule.
Measurements of length—first by eye, then with rule. } Measurements in
Easy measurements of a square—first by eye, then with rule. } inches only.
Easy measurements of rectangles.
The wire-gauge.
Callipers.
Scales and weights.
Weighing of common objects—first by hand, then with scales; weight in ounces only.
Weighing letters.
Plumb-line.
Spirit level.
Steam—observations on boiling water; condensation of steam, &c.
Mercury—weight of; *cf.* drop of mercury and drop of water, effect of heat on mercury.
Alcohol—effect of heat on it; its evaporation.
Thermometer, its manufacture.
Thermometer—uses; readings in ice, in boiling water, under the tongue, in schoolroom.
A candle—its composition. The wick.
Candle under bell-jar over water; candle in narrow-necked bottle.
Chalk—where found; its origin.
Chalk—its treatment with acid.
Chalk—its reduction to quicklime with blow-pipe; lime-water.
Sugar heated in test-tube; wood heated in test-tube.
Sulphur heated in test-tube; lead heated in test-tube.
Magnet and iron filings.
The compass.

APPENDIX XI.

VARIED AND SUITABLE OCCUPATIONS.

(1.) KINDERGARTEN occupations have for some time been used in our infant schools, and manual instruction has also been given to the elder boys in many schools for older children, while the elder girls have similarly been taught cookery and laundry work; but the scholars in the First, Second, and Third Standards have, as a rule, had hitherto no manual training, except in so far as it has been supplied in the forms of needlework and drawing. Manual instruction is a valuable part of school training, and my Lords desire to encourage managers of public elementary schools to introduce, where circumstances permit, a suitable course of manual occupations for the three lowest Standards.

Kindergarten occupations as used in the infant school are not suitable for the children in schools for older scholars. The mat-weaving, stick-laying, embroidery, tablet-laying, and building with bricks or cubes, which serve to give young children ideas of form and number, as well as to train hand and eye, seem trivial to the ordinary child of nine or ten years of age. On the other hand, few of the common workman's tools can with safety be put into the hands of children under the age of eleven.

(2.) An occupation ought to satisfy several conditions:—

(*a.*) It must be educative, and should especially stimulate independent effort and inventiveness. Any work that provides a real training for hand and eye is in a true sense educative, but the most valuable work of all is that which imparts a knowledge of form, colour, and the properties of materials, at the same time that it fosters manual dexterity.

(*b.*) It should admit of being dealt with in a progressive course.

(*c.*) It must be attractive to the children, and afford a welcome relief to other studies.

(*d.*) It must not involve the use of needlessly expensive materials.

(*e.*) It must be capable of being practised in an ordinary schoolroom, without risk of harm to children or damage to furniture.

(*f.*) It must, in cases where the classes are as large as the Code permits, be so simple that it does not require an undue amount of individual attention. Large classes should, where possible, be subdivided for these occupations.

(*g.*) It should avoid a long series of preparatory exercises apart from finished results, and the finished article should be one that is attractive to a child. At the same time, the construction of articles for sale is undesirable.

(3.) The manual occupations satisfying these conditions, which have been most commonly adopted as specially suitable for the First, Second, and Third Standards, are:—

(i.) Modelling in clay.

(ii.) Modelling in cartridge or cardboard paper.

(iii.) Cutting out in paper or other material.

(iv.) Drawing and colouring designs (some original).

(v.) Brush drawing from the object and from recent impressions.

Other equally useful occupations may no doubt be devised, and any occupation that is proposed, if it is likely to prove satisfactory, will be readily accepted by the Department.

(4.) It appears that the various manual occupations which have hitherto been introduced for the lower Standards because of their suitability, resolve themselves into exercises in the studies of (i.) form, (ii.) colour, (iii.) measurement, which should be, where possible, connected with other subjects of instruction.

(*a.*) For acquiring a knowledge of form, the most effective occupation is clay modelling. It demands accurate observation of the object which is chosen as a model, and the accuracy of the observation will largely depend upon previous instruction as to the build or growth of the object in its natural state. Sometimes a lesson on modelling has followed one on natural history or science; sometimes the children, after an object lesson upon the formation of a fruit or the germination of a seed, have modelled the object, thus at once testing the correctness of their impression and driving it home. Clay modelling has been used to illustrate the geography lessons; for example, the children construct a model of the river basin in which they live; and again, illustration has been found for the history lesson in constructing a model of some neighbouring encampment, whether square or circular, Roman or British. As a knowledge of form depends upon a close observation of light and shade, a lesson in modelling greatly furthers instruction in drawing. Clay modelling, however, lacks the charm of colour.

(*b.*) Colour may be studied in the following ways. When care is taken to provide a variety of tasteful shades of coloured paper, it is possible to combine the drawing, cutting out, and mounting of a number of good designs, many of which may be, in respect both of pattern and arrangement of colour, the original work of the children themselves. The drawing may be done partly by aid of rulers and templates and partly freehand. The use of templates makes it possible to stamp on the mind certain beautiful curves at an earlier age than children can draw them freehand. This kind of exercise has been very fully developed by some of the officers under the London School Board. The advantages of it are that it promotes accuracy and good taste in colour and design, and also a sense of harmony and proportion. The defect of it is that the manipulation is somewhat monotonous, and that it does not lead to much increase of knowledge of varied objects.

(*c.*) Brushwork demands a clear perception of form and some knowledge of natural objects, and cultivates delicacy of touch, but it does not train the student to great accuracy, or cultivate the sense of colour. Children, however, can express

their impression of a flower, as for instance, a bluebell and its leaves, much more easily by the brush only than by the pencil, and if their observation has been very inexact, the error becomes obvious when they try to draw their impression.

(*d.*) As an exercise in accurate measurement, cartridge paper or cardboard modelling leaves little to be desired. This work is an excellent training in exact measurement and in cutting true to measure, and it furnishes an elementary notion of construction. The manipulation, however, in this exercise also, is somewhat monotonous. This kind of work lends itself readily to the illustration of instruction in simple geometry. The beginner may learn to cut out in cardboard (or more readily still in stout drawing paper) simple plain geometrical figures, and after a time he may proceed to simple geometrical solids. The cube, the cone, the cylinder, the wedge, the prism, and the pyramid can all be drawn, cut out, and put together without much difficulty. The manufacture of various useful articles, such as blotting books, frames, trays, and the like, can be combined with the formation of geometrical figures.

(*e.*) As no one of the branches of manual occupation is complete when taken by itself, the most satisfactory results will follow where it is found possible to make them supplement each other.

(5.) Lastly, very great care is necessary in leading the pupils to acquire correct method in handling brushes, tools, and all the implements required. Another point which demands attention is that of the general posture of children during their lessons. Where much stooping is necessary, the work should be occasionally interrupted and a short extension drill given. Unhealthy and cramped postures should be avoided. Whilst fairly accurate work should be aimed at, my Lords do not expect very fine work requiring minute finish, or any work which is likely to strain the eyesight of young children.

(6.) My Lords have noticed with satisfaction that many of the larger school boards have appointed superintendents or instructors of manual training, and have issued by their help excellent schemes of manual occupations for the lower Standards. Some of these courses have already been published, and while it is contrary to the practice of my Lords to draw up any lists of educational works, they would remind managers that particulars of such schemes can easily be obtained through the usual channels of trade.

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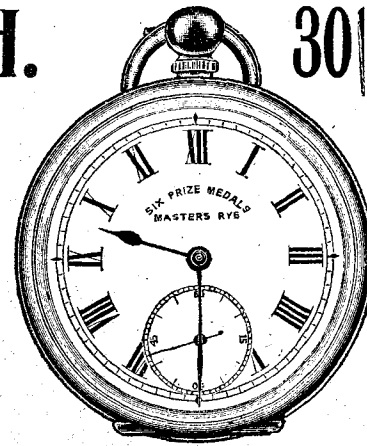

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EPIDEMIC SICKNESS.

LOCAL GOVERNMENT BOARD.

Memorandum, prepared in the Medical Department, on the Circumstances under which the Closing of Public Elementary Schools or the Exclusion therefrom of particular Children may be required in order to prevent the Spread of Disease.

Objects of memorandum. 1. It is attempted in these notes to bring together the information in the possession of the Local Government Board, derived from the reports of the Board's own Medical Inspectors and of local Medical Officers of Health, respecting school-closure and exclusion from school as precautions against infection, with a view to indicate the best means of preventing the spread of disease by school children among their fellows, while avoiding any unnecessary interruption of the work of education.

Regulations of Education Department. 2. In the Code of Regulations approved by the Lords of the Committee of Council on Education, the following Article (Art. 88) prescribes as one of the general conditions required to be fulfilled by a Public Elementary School in order to obtain an annual Parliamentary grant that—

"The Managers must at once comply with any notice of the sanitary authority of the district in which the school is situated, or any two members thereof, acting on the advice of the Medical Officer of Health, requiring them for a specified time, with a view to preventing the spread of disease, or any danger to health likely to arise from the condition of the school, either to close the school, or to exclude any scholars from attendance, but after complying they may appeal to the Department, if they consider the notice to be unreasonable."

Article 83 (a) prescribes that "if a school has been closed during the year under medical authority, or for any unavoidable cause, a corresponding reduction is made from the number of meetings" (400 a year) required.

Article 101* provides that where the Education Department "are satisfied that by reason of a notice of the Sanitary Authority under Art. 88, or any provision of an Act of Parliament, requiring the exclusion of certain children, or by reason of the exclusion under medical advice of children from infected houses, the average attendance has been seriously diminished, and that consequently a loss of annual grant would, but for this Article, be incurred, the Department have power to make a special grant not exceeding the amount of such loss in addition to the ordinary grant."

Diseases principally requiring action. 3. The diseases for the prevention of which school-closure, or the exclusion of particular children, will be required are principally those which spread by infection directly from person to person, such as diphtheria, scarlet fever, measles, whooping-cough, epidemic influenza, small-pox, and rötheln. More rarely, the same questions arise in connection with enteric fever and diarrhœal diseases which spread not so much by direct infection from person to person as indirectly through the agency of local conditions, such as infected school privies.

4. It will be seen that Article 88 quoted above confers upon sanitary authorities an alternative power with respect to public elementary schools.

(A.) To cause particular scholars to be for a specified time excluded from attendance, or

(B.) To require the school to be closed for a specified time.

Exclusion of scholars: 5. *A. First, as to exclusion from school of particular scholars.*—Here it will be convenient to consider the circumstances under which the requirements of the public health will be satisfied by the less severe measure of the exclusion from school of particular children.

(*a*) It may be laid down as a universal principle that all children suffering from any dangerous infectious disorder (*i.e.*, of a nature dangerous to some of the persons attacked by it, however mild in other cases) should be excluded from school until there is reason to believe that they have ceased to be in an infectious condition (*see* section 126 of the Public Health Act, 1875).

from infected houses.

(*b*) Furthermore, as it is rarely possible to provide effectual separation of the sick from the healthy within the homes of children of the class attending public elementary schools, it must commonly be necessary that all children of an infected household should be excluded from school; first, because otherwise such children might attend school while suffering from the disease in a latent form, or at an unrecognised stage, and, secondly, because it is known that infection may attach itself to, and be conveyed by, the clothes of a person living in an infected atmosphere, even though the person himself remain unaffected.

from particular localities.

The same considerations will sometimes make it desirable to prohibit the attendance at school of all children from a particular street or hamlet.

In the case of infectious diseases involving little or no danger to life, such as mumps or skin diseases, school interests may be more particularly considered. In such case, however, it will usually be well for the Medical Officer of Health to advise the managers to prohibit the attendance of every child while in an infectious state.

Closing of schools:

6. *B. Secondly, as to the closing of schools.*—This, by more seriously interfering with the educational work of a district, is a much more grave step for a sanitary authority to take than to direct the exclusion of particular scholars. It is a measure that seldom ought to be enforced, except under circumstances involving imminent risk of an epidemic, nor even then as a matter of routine nor unless there be a clear prospect of preventing the propagation of disease, such as could not be looked for from less comprehensive action.

when to be required.

The mere fact that in an epidemic many of the sufferers are school children does not necessarily show that the disease was caught at school; but the school may with probability be regarded as spreading infection if in a large majority of households attacked the first case be a child attending school; and with still greater probability if a number of children living at a distance from one another, and with no circumstances in common, except that they attend the same school, should be simultaneously attacked, and if it can be ascertained that a child or teacher in an infectious state has actually been attending the school.

Duty of Medical Officer of Health when infectious disease occurs.

7. By Article 18 (6) of the Board's Order of 23rd March, 1891, the Medical Officer of Health on the occasion of an outbreak of dangerous infectious disease is to advise the persons competent to act as to the measures to be taken to prevent the extension of the disease. If, therefore, he finds that the children of infected households are attending school, he should send notice of the fact to the schoolmaster, and give such advice as appears to him to be necessary with regard to the exclusion of the children from school, and as to the time for which such exclusion should continue.

Where the number of children to be excluded is small, and the schoolmaster acts on the advice of the Medical Officer of Health, it may not be necessary to take formal action under Article 88 of the Code; but where the number of children whom it is desirable to exclude from school is such as is likely seriously to diminish the average attendance, or where the advice of the Medical Officer of Health is not followed, and there is danger of the disease spreading by means of the school, notice for the exclusion of the children in question should be made in accordance with the requirements of Article 88.

Aid which schoolmasters and others can give.

The attention of school attendance officers and of school masters should also be drawn to the following considerations. Frequently they themselves will obtain the earliest information of the occurrence of infectious disease among scholars, and it is most desirable that such officer or master should without delay communicate the facts to the Medical Officer of Health. Absence of any child from school on the plea that it is suffering under one of the before-mentioned diseases, and absence of several children of one family from school at the same time, no matter what name be given to the complaint that keeps them at home, should be reported to the health officer. In practice it has been found that this notification of absentees has materially aided the local health officer in taking measures for the suppression of infectious disease, to the advantage alike of the district and of the

school. Furthermore, schoolmasters may properly be asked to take note, especially when an epidemic threatens or is present, of symptoms occurring in any of their scholars that may indicate the commencement of disease, febrile in nature. Besides heat of skin, such symptoms are shivering, headache, and languor, especially if commencing suddenly, vomiting, rashes on the skin, and sore throat. When scarlet fever or diphtheria is about, every trace of sore throat should be looked upon as suspicious. In any case where such symptoms are observed, the safest course will be to exclude the child from school until assurance can be had that it may attend school without harm to itself or danger to other scholars.

Exclusion of particular scholars; duration of.

8. As regards duration of exclusion from school of particular children, the time to be specified will vary in different diseases and different cases, and in this matter the sanitary authority will doubtless be guided by the advice of their Medical Officer of Health.

Considerations which should determine period.

Medical officers of health, having to specify a time during which any scholars are to be excluded from attendance at any school, should have regard as far as practicable to the circumstances of the particular scholars suffering from infectious disease or living in infected households. Not only the nature of the infection and the length of illness, but the environments of the individual as affecting the retention of infection will deserve consideration. The period of exclusion, for example, will need to be different according to the conditions of a patient's lodgment, according to the sufficiency of the separation that can be effected between a patient and excluded scholars, and according to the opportunities of effectual disinfection that can be afforded to the household. Thus a hard and fast rule, such as has been laid down in some districts where scarlatina has been present, that no child shall go to school from an infected house for three months after the disease has begun in that house, is not to be commended. It is indeed possible that under the circumstances of a particular household, a child convalescent from scarlatina or living in the same house with convalescents should not in the interests of other children be permitted to return to school until after so long a period as this; but the same ought not to be assumed of all households in the district that may be invaded by scarlatina. The better plan would be for the sanitary authority to secure, during a shorter period, the exclusion of individual sick persons and their housemates from school; and when that period is about to expire to cause fresh inquiry to be made as to the expediency of further exclusion, and, if found requisite in particular cases, to cause fresh notice to be given to the school Managers.

Period of exclusion may be prolonged by new notice.

Whether exclusion or school closure to be preferred.

9. In deciding whether an outbreak of infectious disease among children of school age may be best combated by closing the school, or whether it will suffice to exclude the children of infected households, the two most important points to be considered are:—

(*a*) The completeness and promptness of the information received by the officers of the sanitary authority respecting the occurrence of infectious cases.

(*b*) The opportunities which exist for intercourse between the children of different households elsewhere than at school.

When exclusion system to be preferred.

10. (*a*) The more prompt and full the knowledge of cases of infectious disease that the sanitary authority are able to obtain, the better will be the prospect of checking such disease by keeping away from school the children of infected households, and the less will be the necessity for closing schools.* If the cases be few in number, and their origin known, the exclusion from school of the children of infected households will probably suffice, but this measure will fail where there are many undiscovered or unrecognised cases, or where the known centres of infection are very numerous.

* Information obtainable under the Infectious Disease (Notification) Act, 1889, will be especially useful in this direction.

When total closure of school preferable. Commonly, the failure of carefully considered measures of exclusion to stay the spread of an epidemic which shows a special incidence upon school children, may be regarded as pointing to the continued attendance at school of children with the prevalent disease in a mild or unrecognised form, and a strong case will appear for the closing of schools.

If by reason of the absence or exclusion of a large number of children, the attendance at a school be greatly reduced, it may be found better to close it altogether. This is especially apt to occur in the case of epidemics of measles, a disease which is very infectious in the early stages, before the characteristic rash has appeared, and while the symptoms resemble those of a common cold.

Closure of schools in rural districts, in populous localities, 11. The second material consideration, in deciding as to the desirability of closing schools during the prevalence of infectious disease, is the amount of opportunity for intercommunication between the members of different households elsewhere than at school. In sparsely populated rural districts, where the children of different households, or of separate hamlets rarely meet except at, or on their way to, the village school, the closing of the school is likely to be effectual in checking the spread of disease. It is less likely to be useful in a town or compact village (particularly where houses are sub-let and yards are in common), where the children of different households, when not at school, spend their time in playing together, and often run in and out of each other's houses. But it must be remembered that children when at play out of doors are brought into much less close association with each other than when in school.

In rural districts, where epidemic diseases are less frequently prevalent, school closing may be required as an exceptional measure to meet an exceptional state of things. As regards more populous places, it must not be forgotten that if schools were to be closed whenever an infectious disease was prevalent, there are many places where schools would hardly ever be open.

for purposes of disinfection, &c., It will sometimes be necessary to close a school for a day or two to allow of the rectification of sanitary defects of a nature to extend disease, or in order that the school may be disinfected or purified. It has happened that infectious sickness in the master's family has forbidden the attendance of scholars. These more temporary and occasional closures of schools are contemplated in the Education Code, and are to be regarded as having a real importance of their own.

where many schools exist. 12. In places where there are several public elementary schools, if an outbreak of infectious disease be confined to the scholars of one particular school, it may be sufficient to close that school only. But where different schools have all appeared to aid in the spread of disease (though perhaps to an unequal extent) the sanitary authority may consider it advisable that all should be closed lest children in an infectious state who previously attended the schools that are closed, should be sent to others that might remain open.

Sunday and private schools. It must be remembered that sanitary authorities have no power in respect of Sunday-schools, or other private schools: except in so far as these may contravene sect. 91 (5), sect. 126 or other provision of the Public Health Act, 1875; but it will often be expedient to invite the co-operation of Managers of such schools in efforts for securing the public health. Experience shows that they are usually ready to defer to the representations of the authority responsible for the public health of the district.

Duty of Medical Officer of Health as to reporting. 13. Reports to sanitary authorities, advising the closure of a school or schools in any district, are to be treated as "special" reports within the meaning of the General Order of the Local Government Board, of March 23rd, 1891, and copies of them are required by Art. 18 (15) and (16) of that Order to be sent to the Board and to the County Council. These reports should state the grounds upon which the Medical Officer of Health advocates the closure of the school or schools in preference to the exclusion of particular scholars.

Grounds for action to be stated.

Notices requiring closure of schools.

14. All notices of the sanitary authority for the closing of Public Elementary Schools should be addressed in writing to the Managers, and should state the grounds on which the closing is deemed necessary.

Notices to specify definite periods.

All such notices shall specify a definite time during which the school is to remain closed; this should be as short a period as can be regarded as sufficing on sanitary grounds; since a second notice may be given before the expiration of the first, if it should be found necessary to postpone the re-opening of a school. The Managers of schools, after complying with the requirements of the sanitary authority, have the right of appeal to the Education Department, if they consider any notice to be unreasonable.

July, 1897. RICHARD THORNE THORNE.

EXCLUSION OWING TO INFECTIOUS DISEASE.

CLAIM UNDER ART. 101.*

FORM 101*.

ISSUED BY EDUCATION DEPARTMENT AS OCCASION REQUIRES.]

Adverting to your letter of the
I am directed to state that if the children have been excluded by the provision of *any Act of Parliament, a Medical Certificate as to the prevalence of any infectious disease* must be attached to the Fly-leaf of this Form. In all other cases, either the *Notice of the Sanitary Authority*, or *a letter of a qualified Medical Practitioner advising the exclusion of the children from infected houses* must be similarly attached.

When the *Fly-leaf* has been carefully filled up, it must be sent to the Inspector with the *Form* 101* *Summary*, duly completed, and also with the *Form* 9 (*or* 9B).

EXTRACT FROM THE DAY SCHOOL CODE.

"Article 101*. Where the Department are satisfied that by reason of a notice of the Sanitary Authority under Article 88 or any provision of an Act of Parliament requiring the exclusion of certain children, or by reason of the exclusion under medical advice of children from infected houses, the average attendance has been seriously diminished and that consequently a loss of annual grant would, but for this Article, be incurred, the Department have power to make a special grant not exceeding the amount of such loss in addition to the ordinary grant."

FLY-LEAF TO FORM 101*.

_____ *School*

_____ *County of* _____

1. What vacations were allowed during the past School year (give exact dates)?
2. During what period or periods was the School closed on account of epidemic sickness or for other causes (give exact dates)?

We certify that the children whose names and addresses are entered in column I. were excluded from School, for the reasons and period stated in columns II. and III.

Signed _____

Correspondent for the School Managers.

_____

Principal Teacher.

Date _____

I.		II.	III.		IV.
Name of Child.	Address.	Authority for exclusion on ground of infectious disease.	Period, falling within the School-year, during which child has been excluded from attending School. Beginning	Ending	Number of actual meetings of the School during the period specified in column III.

INFECTIOUS AND CONTAGIOUS DISEASES:

ISOLATION AND QUARANTINE.

N.B.—This has been prepared by the Medical Officers of Schools Association, and has been adopted by the Minister of the Interior for application in all the Schools of France.

ISOLATION means the continued separation of the infectious patient from the healthy until after he has ceased to be infectious.

QUARANTINE means the similar separation of a *possibly* infected person until after the termination of the period at which he would (if infected) have developed characteristic signs of the disease in question.

The following Table indicates the periods of Isolation and of Quarantine which are generally applicable in the case of the principal Infectious Diseases :—

DISEASE.	ISOLATION OF THE PATIENT.	QUARANTINE, AFTER EXPOSURE TO INFECTION.
CHICKEN-POX.	Until every scab has fallen off (the scalp should be specially examined).	For 18 clear days.
DIPHTHERIA.	Until convalescence is completed (in any case, for not less than *three weeks*), there being no longer any form of sore-throat, or any kind of discharge from throat, nose, eyes, etc., and no albuminuria.	For 12 clear days.
GERMAN MEASLES (Rötheln) and Epidemic Roseola.	For *two or three weeks*; the exact time depending upon the nature of the attack.	For 18 clear days.
MEASLES.	For not less than *three weeks* from the date of the appearance of the rash.	For 16 clear days.
MUMPS.	For *three or four weeks* from the commencement, allowing one clear week from the subsidence of all swelling.	For 24 clear days.
OPHTHALMIA.	Until the eyes have been quite free from discharge for at least one month, or until the inner surface of the eyelids is found, on inspection, to be quite free from granulations.	(When purulent ophthalmia appears in a school, the under-surface of the upper eyelids of each pupil should be turned up and examined.)

DISEASE.	ISOLATION OF THE PATIENT.	QUARANTINE, AFTER EXPOSURE TO INFECTION.
RINGWORM (of the head).	Until careful examination of the scalp has shown a complete absence of diseased hairs and stumps.	Until careful and thorough inspection (of the scalp as well as of the body-surface) reveals no evidence of the presence of the fungus. N.B.—No signs of the presence of the fungus may be detectable for from 7 to 14 days after exposure to infection.
RINGWORM (of the body).	Until cure is complete. (The scalp should be thoroughly examined in every case.)	
SCARLET FEVER.	For not less than *six weeks* from the date of the appearance of the rash, *if* desquamation have then completely ceased, and there be no appearance of sore-throat.	For 14 clear days.
SMALL-POX.	Until every scab has fallen off (the scalp should be specially examined).	For 18 clear days.
WHOOPING-COUGH.	Until the end of *six weeks* from the commencement of the whooping, provided the peculiar paroxysmal cough and the whooping have then ceased; or earlier, *if all* cough have completely passed away.	For 21 clear days.

N.B.—Complete Disinfection of the person and of the clothing must be carried out at the termination of the period of Isolation or of Quarantine.

Reprinted by kind permission of the Medical Officers of Schools Association, and compiled from the third edition of "The Code of Rules for the Prevention of Infectious Diseases in Schools," issued by that Association.

SUMMARY OF THE LAW RELATING TO SCHOOL ATTENDANCE AND CHILD LABOUR.

School Districts. England and Wales, for educational purposes, is divided into areas which are termed "School Districts," each district being under the jurisdiction of a separate and distinct local education authority. If a School Board has been constituted for any particular district it is the authority for that district, and in a district not governed by a School Board the authority is a School Attendance Committee. In a Borough, the members of the School Attendance Committee are elected by the Council, and in a parish not included in a Borough, the members of the Committee are elected by the Guardians of the Union in which the parish is comprised. It is the statutory duty of each local authority to make bye-laws for the regulation of the attendance at school of children residing within the area under the jurisdiction of such authority. It is also the duty of the school authority to enforce compliance with such bye-laws, and, in order to carry out this duty, it has the power to appoint and pay officers. Should any local authority fail to make bye-laws, the Education Department is empowered to do so.

Statutory Provisions as to Attendance. But attendance at school is not regulated only by bye-laws made by local authorities under the powers conferred upon them by the Education Acts, for no less than nine different Acts of Parliament have been passed which deal either directly or indirectly with the attendance of children at school. The provisions in these acts relating to the attendance at school are summarised in the following paragraphs:—

1. Every child between the ages of 5 and 14 must receive efficient elementary instruction in reading, writing, and arithmetic; except that a child between the ages of 12 and 13 may be partially or totally exempted from attendance, as set forth in paragraph 5; children between the ages of 13 and 14 may be totally exempted, as set forth in paragraph 6; and children between 11 and 13 as set forth in paragraph 12.

2. No child under 12 years of age may be taken into employment if such employment interferes with the efficient elementary instruction of the child.

3. No child can be employed in a factory or workshop under the age of 12.

4. No child can be employed in a mine under the age of 12, and no girl can be employed below ground.

5. A child between 12 and 13 may be employed half-time, provided it is shown to the satisfaction of the Local Authority that he will be "beneficially and necessarily employed," and has reached the Standard of proficiency fixed by the bye-laws of the district.

6. Total exemption may be granted to a child between 12 and 13 if he has reached the Standard for such exemption fixed by the bye-laws of the district [but only for purposes outside the Factory and Workshop and the Mines Acts], and between 13 and 14, if he has reached the 4th Standard, or the Standard of previous due attendance fixed by the Act of 1876.

7. No child under 13 can be employed full-time under the Factory and Workshop Act of 1878; nor can a child of 13 be so employed, unless he has passed a Standard, or obtained a certificate of previous due attendance, fixed by an order of the Secretary of State, under Section 26 of that Act. The Standard so fixed is the Fifth, and the attendances required are 250 for each of five years

8 No child, who by the bye-laws of the district is required to attend School full-time, can be employed under the Factory and Workshop Acts, or the Mines Acts.

9. A child between 12 and 13 may be employed half-time in a Factory Workshop or Mine, if he has reached the partial exemption Standard fixed by the bye-laws of the district.

10. Bye-laws do not apply to children between 13 and 14 years of age. Such children are subject to the provisions of section 5, sub-section 2, and sections 11 and 12 of the Act of 1876.

11. A child between 13 and 14 years of age may be employed half-time in a factory or workshop, even though he has not reached any standard of proficiency, or of previous due attendance, provided he be actually attending school half-time, in accordance with the provisions of the Factory and Workshop Act, 1878.

12. There is one very exceptional case: that of children between the ages of 11 and 13 employed in agriculture. The bye-laws of a district may permit the partial exemption of such children. The conditions of such exemption are dealt with in later paragraphs of this chapter.

Penalties. *Rule.*—The parent or guardian of any child who ought to attend but does not attend school is liable, upon conviction by a magistrate, to a penalty not exceeding, with the costs, 5s. for each offence. Moreover, the employer of any such child who ought to attend but does not attend school is liable to a penalty not exceeding 40s. for each offence. It is the duty of the school authority to summon offenders.

Exceptions.—The following are held to be reasonable excuses for the non-attendance of a child who ought to attend school, and if pleaded by a parent and accepted by the magistrate a fine is not inflicted.

(1) *That the child is under efficient instruction in some other manner.* It may be that the parent is instructing the child himself, but it is his duty to satisfy the school attendance authority that the child's education is being efficiently conducted. If the parent refuse to allow the child to be examined in such manner as the education authority may desire, the matter must be referred to the magistrates, and they must decide the question by examination of the child. Again, it may be that the child is attending a private school. The members of a school attendance authority have no power to test the efficiency of such school, but must confine their inquiries to the one point, viz., Is the child being efficiently instructed? If in their opinion such is not the case, the parent of the child should be summoned and the decision of the magistrates taken.

(2) *The child is prevented from attending school by sickness or any unavoidable cause.* The term "unavoidable cause" is variously interpreted by the Courts of summary jurisdiction, whose duty it is to deal with school attendance cases, and it is practically impossible to state any general rule on the subject. No hard and fast line is laid down. To the members of the school authority and the magistrates, an unlimited discretionary power is given in deciding whether or not any case of non-attendance brought before them arises from an "unavoidable cause."

(3) *That there is no public elementary school open which the child can attend within two miles.*

Bye-Laws. A model form of bye-laws has been issued by the Board of Education, and they decline to sanction any proposed bye-laws which are not in that form. As bye-laws in this form are in force in nearly all school districts an exact copy is given below :—

Definitions.

1. In these bye-laws

The term "district" means

The term "child" means a child residing in the district.

The term "school" means a certified efficient school.

"Attendance" means an attendance at a morning or afternoon meeting of the School.

The Code "for the time being" means the Code of Minutes of the Board of Education in force for the time being with respect to the Parliamentary Grant to Public Elementary Schools in England.

The term "Local Authority" means the Local Authority for the district acting for the time being under the Elementary Education Act, 1876.

Children to attend School.

2. The parent of every child of not less than **5**, nor more than **13** years of age, shall cause such child to attend school, unless there be a reasonable excuse for non-attendance.

Reasonable Excuses.

Any of the following reasons shall be a reasonable excuse, namely :—

(*a*) That the child is under efficient instruction in some other manner.

(*b*) That the child has been prevented from attending school by sickness or any unavoidable cause.

(*c*) That there is no Public Elementary School open which the child can attend within *miles, measured according to the nearest road from the residence of such child.

* *Insert a number not greater than three.*

Time of Attendance.

3. The time during which every child shall attend school shall be the whole time for which the school selected shall be open for the instruction of children of similar age, including the day fixed by Her Majesty's Inspector for his annual visit.

Proviso as to Religion and Labour Acts.

4. Provided always that nothing in these bye-laws—

(*a*) Shall prevent the withdrawal of any child from any religious observance or instruction in religious subjects ;

(*b*) Shall require any child to attend school on any day exclusively set apart for religious observance by the religious body to which its parent belongs ; or

(*c*) Shall have any force or effect in so far as it may be contrary to anything contained in any Act for regulating the education of children employed in labour.

Proviso as to Total Exemption.

5. And provided always that—

(*a*) A child between eleven and thirteen years of age shall not be required to attend school if such child has received a certificate from one of Her Majesty's Inspectors of Schools that it has reached the * Standard prescribed by the Code for the time being.

* *Insert a Standard, which should not be lower than the Fifth.*

Proviso as to Partial Exemption for Purposes of Employment.

(*b*) When a child between twelve and thirteen years of age, being beneficially employed to the satisfaction of the Local Authority, has

either (i.) received a certificate from one of Her Majesty's Inspectors of Schools that it has reached the* Standard prescribed by the Code for the time being.

* *Here insert a Standard lower than that in* 5 (a), *but which should be not lower than the Fourth.*

or (ii.) obtained a certificate that it has made 300 attendances in not more than two schools in each year for five preceding years whether consecutive or not,

such child may,

(*x*) while regularly making five attendances in each week in which the school is open, be exempt from further attendance at school,

or may

(*y*) after having completed † attendances during a period from ‡ to , or subsequent thereto, be exempt from further attendances until § next ensuing.

† *Here insert a number not less than* 200.
‡ *Here Specify the period during which partially exempted children are to attend school.*
§ *Here insert the commencing date of the period before mentioned.*

NOTE.—The attendances under this last sub-section (*y*) may be required to be fulfilled in two or more distinct periods; in that case the periods, and the number of Attendances to be made within each period, must be separately specified; and the exemption must be until the commencement of the next succeeding period.

Paragraphs (*x*) and (*y*) may be treated as alternatives, or both of them may be included in the Bye-law.

Special Bye-law for Children to be Employed in Agriculture. 62 & 63 Vict. c. 13.

(c) *The parent of any child may, at any time after such child is* **11** *years of age, and has passed the Standard, give notice to the Local Authority that such child is to be employed in agriculture.*

The minimum age for exemption from school attendance for such child shall be **13**.

Such child, while between the ages of **11** *and* **13**, *shall attend school* 250 *times in the year, namely*

Any such child, so soon as it shall have made the number of attendances required {*for any one of the periods*} *above mentioned, shall, whilst employed in agriculture, be exempt from further obligation to attend school until the* {*end of the year.*
{*next succeeding period above mentioned.*

A certificate from the Head Teacher of a school that such child has made the attendances required by this Bye-law, together with the production of the labour certificate, shall be sufficient evidence to justify the employment in agriculture of such child.

Penalty.

6. Every parent who shall not observe, or shall neglect or violate these bye-laws, or any of them, shall, upon conviction, be liable to a penalty not exceeding, with the costs, five shillings for each offence.

Revocation.

7. *Any bye-laws heretofore made under Section* 74 *of the Elementary Education Act,* 1870, *or under that Section as amended by the Elementary Education Acts,* 1876, 1880, 1893, *and* 1899, *are hereby revoked, as from the day on which the present bye-laws shall come into operation.*

Circular 439. The Education Department have issued the following Circular which gives valuable information respecting the effect of the 1899 Act:—

CIRCULAR 439.

Circular to School Boards and School Attendance Committees.

AGE OF EXEMPTION FROM SCHOOL ATTENDANCE.

EDUCATION DEPARTMENT, WHITEHALL, LONDON, S.W.

The following Circular, issued by the Education Department on February 7th, 1900, states the effect of the Act on existing Bye-Laws:—

My Lords think it desirable to call the attention of all Local Authorities under the Education Acts to the alteration in the law of School Attendance made by the "Elementary Education (School Attendance) Act, 1893, Amendment Act, 1899" (62 & 63 Vict., c. 13), which came into operation on the 1st of January last.

Shortly stated, the effect of the Act is to raise to twelve years the minimum age for exemption (whether total or partial) fixed by local bye-laws made under the Education Acts. Consequently, any bye-laws now in force in the district of your School Board or School Attendance Committee which may provide for the total or partial exemption of children from the obligation to attend school, on attaining the age of eleven years, must be construed and have effect as if the minimum age for exemption were twelve years. This alteration in the bye-laws is made automatically by the Act, and it would not be necessary to make fresh bye-laws and submit them to the Department for approval, so far as this object is concerned.

There are, however, two important provisos to Section I. of the Act, which materially affect the law of compulsory attendance, and to which your attention is specially directed.

I. The first of these provisos is as follows:—

"Provided also that the local authority for any district may, by bye-law

"for any parish within their district, fix thirteen years as the minimum age "for exemption from school attendance in the case of children to be employed "in agriculture, and that in such parish such children over eleven and under "thirteen years of age who have passed the standard fixed for partial "exemption from school attendance by the bye-laws of the local authority "shall not be required to attend school more than two hundred and fifty "times in any year.

"Such bye-law shall have effect as a bye-law made under Section 74 "of the Elementary Education Act, 1870, and all Acts amending the same.

"The local authority shall be the local authority fixed by Section 7 of the "Elementary Education Act, 1876."

The effect of this proviso is that a local authority may, if they think fit, make an additional bye-law, which will have reference only to children to be employed in agriculture, so that such children, instead of being subject to the existing provisions as to total and partial exemption, will be subject to special conditions. These conditions are twofold:—

(*a*) Children to be employed in agriculture are to attend school till thirteen years of age.

(*b*) Such children between the ages of eleven and thirteen, if they have passed the standard fixed by the bye-laws for partial exemption, are not to be required to make more than two hundred and fifty attendances in the year.

In case it may be desired to submit such a bye-law for approval for any school district within the jurisdiction of your authority, the following form of bye-law, to be added to the existing bye-laws, is suggested. But the Department will be ready to consider any form of bye-law fulfilling the above-mentioned conditions which may meet the peculiar circumstances of your district.

The parent of any child may, at any time after such child is eleven years of age, and has passed the* standard, give notice to the local authority that such child is to be employed in agriculture.

The minimum age for exemption from school attendance in the case of such child shall be thirteen years.

Such child shall be required to attend school, between the ages of eleven and thirteen, two hundred and fifty times in the year, viz.:—

(Here set out the period or periods during the year within which the attendances are to be made.)

Any such child so soon as it shall have made the number of attendances required { for the above-mentioned period / for any one of the periods above-mentioned } shall whilst employed in agriculture be exempt from further obligation to attend school until the { end of the year / next succeeding period above-mentioned. }

A certificate from the Head Teacher of a school that such child has made the attendances required by this bye-law, together with the production of the Labour Certificate, shall be sufficient evidence to justify the employment in agriculture of such child.

II. The other proviso to which your attention is specially directed is as follows:—

"Provided also that a child shall be entitled to obtain partial exemption "from school attendance on attaining the age of twelve years if such child "has made three hundred attendances in not more than two schools during "each year for five preceding years whether consecutive or not."

My Lords are advised that the partial exemption which the child is entitled to obtain is partial exemption as defined by the bye-laws in force in the district in which such child resides, and is subject to such conditions as to employment as are contained in those bye-laws.

My Lords are further advised that it is the duty of every local authority so to amend their existing bye-laws, as to provide for partial exemption if a child has obtained a certificate that it has made the prescribed number of previous attendances. For this purpose my Lords consider the following addition to the bye-law will suffice, and that no other alteration in the bye-laws is necessary:—

Any child which shall have obtained a certificate that it has made three hundred attendances in not more than two schools during each year for five preceding years whether consecutive or not shall be entitled to the same exemption from school attendance as is prescribed in this bye-law for children who have passed the standard.

Here insert the Standard for Partial Exemption fixed by the Bye-Laws of the District.

Her Majesty's Inspectors to report neglect of school authority. It is the duty of any one of Her Majesty's Inspectors of Schools, if he has reason to believe that any particular School Board or School Attendance Committee is administering the Education Acts and local bye-laws without reference to the changes made by this Act, to communicate this fact, together with evidence in support of it, to the Education Department (Circular 342A).

Canal Boat Children. By the Canal Boats Act of 1887 a child in a canal boat registered in pursuance of this Act, and his parent shall, for the purposes of the Elementary Education Acts, 1870, 1873, and 1876, be deemed, subject as hereinafter mentioned, to be resident in the place to which the boat is registered as belonging, and shall be subject accordingly to any bye-law in force under the said Acts in that place.

Provided that if the parent satisfies the School Board or School Attendance Committee having authority in that place, that the child is actually attending school, or is under efficient instruction in accordance with the said Acts, in some other school district, the said board or committee shall grant him without charge a certificate to that effect, and thereupon he and his child shall be deemed for the purposes aforesaid to be resident in the school district in which the child is so attending school, or under efficient instruction, and shall be subject to any bye-law in force therein.

The said certificate may, on application by the parent, be rescinded or varied by the School Board or School Attendance Committee for the place to which the boat is registered as belonging, and may be rescinded without application by any such board or committee, if they are satisfied, after due notice to the parent, that his child is not properly attending school or under efficient instruction in the school district mentioned in the certificate. (40 and 41 Vict. c. 60, sec. 6.)

Blind and Deaf Children. On the 1st of January, 1894, a new Act came into operation, its object being to make "better provision for the elementary education of blind and deaf children in England and Wales." By the provisions of this Act a parent must cause his blind or deaf child to receive elementary education up to the age of sixteen years, and except in the case of a deaf child under seven years of age, the fact that his child is blind or deaf is no excuse for failing to do so, nor is the fact that there is not within any particular distance from the residence of the child any public elementary school which the child can attend of itself, such an excuse. It is the duty of every school authority to enable blind or deaf children resident in their district to obtain efficient education, and for that purpose either to establish a school or to contribute towards the establishment or maintenance of a school for the instruction of blind or deaf children. If the school authority incur any expense under the Act in respect of any blind or deaf child the parent of the child is liable to contribute towards the expenses such weekly sum as may be agreed on between the school authority and himself. If the parties fail to agree on the sum it may be settled by a court of summary jurisdiction. (56 and 57 Vict. c. 42.)

Defective and Epileptic Children. The Elementary Education Act (Defective and Epileptic Children, 1899) provides that it is the duty of a parent to provide elementary instruction for a defective or epileptic child over 7 years of age in any place where a certified special class or school is within reach of the child's residence. A parent shall not be excused from this duty by reason only that a guide or conveyance for the child is necessary. A defective or epileptic child shall be deemed to be a child until the age of 16 years, and the period of compulsory education shall, in the case of such a child, extend to 16 years. A defective child is one who is defective but not imbecile, and not merely dull or backward. A child is considered defective when by reason of mental or physical defect it is incapable of receiving proper benefit from the instruction in the ordinary public elementary schools, but not incapable by reason of such defect of receiving benefit from instruction in special classes or schools. An epileptic child is one who is unfit by reason of severe epilepsy to attend the ordinary public elementary schools, but who is neither an idiot nor an imbecile. When a school authority have ascertained that there are in their district defective children they may make provision for the education of such children by all or any of the following means:—

(*a*) By special classes in public elementary schools.

(*b*) By boarding out any such child in a house conveniently near to the special class or school.

(*c*) By establishing schools for defective children.

The school authority may provide guides or conveyances for children who are unable by reason of physical or mental defect to attend the schools without guides or conveyances. The parent of a defective or epileptic child is liable to contribute towards expenses of the child incurred by the school authority in like manner as is the parent of a blind or deaf child. (62 & 63 Vict., c. 32).

Information to be supplied to school authority. Differences sometimes arise between the managers of voluntary schools and the school attendance authority as to the rights of that authority to be supplied with information regarding the attendance of children who are or have been at such schools. One of the clauses of the Education Act of 1873 bears directly on this point.

In any school district in which a bye-law under section seventy-four of the principal Act is in force, the school board of such district may from time to time supply forms to any public elementary school for the purpose of obtaining reasonable information with respect to the attendance of children residing in their district who attend such school; and the managers of such school, if they fail to cause such forms to be truly filled up and returned in manner required by the school board, or to cause such information to be given as will enable the school board to ascertain whether a child resident within their district and attending that school attends the same in manner required by the said bye-law, shall cause to be produced to such member or officer of the school board or other person as may be duly authorised in that behalf by the school board at any reasonable time when required by him, the registers and other books and documents containing information with respect to the attendance of children at such school, and shall permit him to inspect and take copies of and extracts from the same.

If any difference arises between a school board and the managers of a public elementary school as to whether the information required by the said forms is or is not reasonable, such difference shall be referred to the Education Department, whose decision shall be final. (36 & 37 Vict. c. 86 sec. 22.)

The Education Department have expressed the opinion that the powers conferred on school boards by this section are by Sec. 23 of the 39 & 40 Vict. c. 79, extended to School Attendance Committees.

On this matter, the Education Department wrote, in reply to a correspondent:—

Adverting to your letter dated the 18th inst., I am directed to refer you to sec. 22 of the Elementary Education Act of 1873, and I am to state that my Lords are of opinion that the Managers in question are bound under that section to furnish your Board with periodical returns showing all absentees from school, from whatever cause, of children subject to the bye-laws whose names are on the school books. Any further information, however useful it may be, cannot be insisted upon by your Board, and the particular form in which the returns are to be made is a matter for arrangement between your Board and the Managers. (Official Letter, 23rd October, 1895.)

REVISED REGULATIONS OF THE 23rd APRIL, 1900, AS TO CERTIFICATES OF AGE, PROFICIENCY, AND SCHOOL ATTENDANCE.

BY THE BOARD OF EDUCATION.

ELEMENTARY EDUCATION ACT, 1876, SEC. 24.

The Board of Education, by virtue and in pursuance of the powers in them vested under the Elementary Education Act, 1876, and of every other power enabling them in this behalf, do order, and it is hereby ordered, that the following regulations be substituted for those contained in the Revised Regulations as to certificates of age, proficiency, and school attendance, dated the 28th day of February, 1898.

Certificates of Age.

1. A certificate of the date of a child's birth will be granted by a registrar or superintendent registrar of births and deaths on presentation of a requisition in a form prescribed for the purpose by the Local Government Board, pursuant to the 20th section of the Factory and Workshop Act, 1891. The prescribed form of requisition is annexed to this Order (Schedule I.). The fee for such certificate is not to exceed 6*d*. (*Order of Local Government Board, dated 20th October*, 1891.)

2. A statutory declaration of the date of a child's birth, made by the parent of the child before a magistrate, may be accepted by the local authority in place of a registrar's certificate. The declaration shall be made on the form annexed to this Order (Schedule II.).

3. When a local authority, under the power given by the 26th section of the Elementary Education Act, 1876, have obtained a return of the births of children in their district which will enable them to grant age certificates to individual children, they shall, on the application of any parent or other person interested in the education or employment of a child, grant such certificate under the hand of their clerk, or other officer deputed for the purpose, for a fee not exceeding 4*d.* for each child. This certificate is to be given on the form hereinafter prescribed for labour certificates (Schedule III.), or, in the case of a child over thirteen years of age, in the form prescribed in Schedule IV.

Certificates of Proficiency.

4. Certificates of proficiency are certificates of having reached or passed any standard prescribed by the Code. To reach or pass a standard a child must be individually examined in reading, writing, and arithmetic in that or a higher standard, and must pass in each of those subjects.

5. At any visit of an Inspector to any public elementary or other certified efficient school, the managers are required to admit to examination, and the Inspector to examine for a certificate of proficiency, any child over twelve years, or if the child is to be employed in agriculture under any bye-law made under Section I., Elementary Education (School Attendance) Act, 1893, Amendment Act, 1899, over eleven years of age, whether a scholar in the school or not, if the child's parent or guardian or the local authority apply for the child to be examined for such a certificate; but the Inspector is at liberty to refuse to examine any child for whose examination due provision is made elsewhere, or any child who has not been instructed for at least six months in the standard in which he is presented, or who has failed in that standard at an examination held in the previous three months.

6. The Inspector may, in concert with the local authority, hold such special examinations as he may think necessary of children over eleven years of age, whom their parents or guardians or the local authority wish to be examined for certificates of proficiency.

7. The Inspector does not grant certificates to individual children, but after every examination held as above he sends to the managers of the school, or in the case of a special examination to the local authority, a schedule containing the names of the children who have passed in all the three elementary subjects in any standard, with a certificate that such children have reached the standards entered opposite to their names.

8. If the local authority do not make arrangements to obtain from the managers a copy of so much of this schedule as they require, they may accept a certificate under the hand of the principal teacher of any certified efficient school as evidence that any scholar in such school has been certified by one of Her Majesty's Inspectors to have reached a particular standard. The principal teacher shall give such certificate, free of charge, in the form given in the second column of Certificate No. 1 in the Third Schedule to this Order, or, in the case of a child over thirteen years of age, in the form given in the Fifth Schedule to this Order.

Certificates of School Attendance.

9. Any local authority, parent, or other person interested in the employment or education of a child over twelve and under fourteen, may require the principal teacher for the time being of any certified efficient school, which such child has attended, to furnish a certificate specifying the number of school attendances made by the child in the school during each year for which the school registers are preserved.

10. The teacher shall give such certificate in the form annexed to this Order (Schedule VI.), in the first case free of charge, and for a fee not exceeding 1*d.* for each year's attendances in the case of the second or any subsequent certificate, that may be demanded in respect of such child.

11. The school registers of every certified efficient school shall be carefully preserved by the managers. If a school is discontinued, the registers are to be handed over to the local authority of the district.

Labour Certificates.

12. Any parent or other person interested in the employment or education of any child may apply to the local authority of the district in which the child resides for a labour certificate. The applicant must present to the local authority the evidence of age prescribed above; he must further present *either* the certificate of proficiency, *or* that of school attendance prescribed above, and the local authority, if they are satisfied that the child is qualified for total or partial exemption from school attend-

ance under the bye-laws of the district, or for employment in agriculture under any bye-law made in that behalf, or for employment under the First Schedule to the Elementary Education Act, 1876, shall furnish the certificate asked for in the forms given in the Third Schedule to this Order, or, in the case of a child over thirteen years of age, in the forms given in the Fourth and Fifth Schedules to this Order.

General.

13. No certificate purporting to be granted under these regulations will be recognised unless given in one of the printed forms annexed to this Order. All these forms shall be kept by every local authority, from whom they are to be obtained free of charge, except in the cases where any fee is specially allowed.

14. The forms may be procured from the Education Department *by the local authority*, who shall supply such number of copies as may be necessary to any local committee appointed by them, or to the managers of any certified efficient school in their district.

15. In these regulations—

(*a.*) The term "local authority" means a school board, or a school attendance committee (Elementary Education Act, 1876, secs. 7 and 33).

(*b.*) The term "local committee" means a committee, appointed by a school attendance committee, for a parish or other area in the district of such local authority (*ibid.*, sec. 32).

(*c.*) The term "certified efficient school" means a public elementary school, and any elementary school which is certified by the Education Department to be an efficient school, and any workhouse school certified to be efficient by the Local Government Board (*ibid.*, sec. 48).

(*d.*) The term "attendance" means the attendance of a child at a morning or afternoon meeting of a school, during not less than two hours of instruction in secular subjects if in a school or class for elder children, or one hour and a half if in a school or class for infants.

(*e.*) The term "year" means the civil year.

Workhouse Schools.

16. In the case of Workhouse Schools, certified to be efficient by the Local Government Board, and in which registers of attendance are duly kept, pursuant to a General Order of the said Board,—

(1.) The term "attendance" has the meaning prescribed by the Order of the Local Government Board dated 27th of October, 1877.

(2.) Certificates of school attendance will be granted to the scholars, by one of the principal teachers of the school, or by the clerk, or other officer of the guardians deputed for the purpose.

(3.) Certificates of proficiency will be granted, after examination, by one of the School Inspectors of the Local Government Board, and not by Her Majesty's Inspectors.

BOARD OF EDUCATION.

FORM 123.

SCHEDULE I.

REQUISITION TO REGISTRARS FOR CERTIFICATES OF BIRTH.

REQUISITION for a CERTIFIED COPY of an ENTRY of BIRTH for the purposes of the FACTORY AND WORKSHOP ACT, 1891, or for any purpose connected with the ELEMENTARY EDUCATION or EMPLOYMENT in LABOUR of a CHILD or YOUNG PERSON under the AGE of SIXTEEN YEARS.

To the Superintendent Registrar or Registrar of Births and Deaths having the custody of the Register in which the birth of the under-mentioned Child or Young Person is registered.

I, the undersigned, hereby demand for the purposes above-mentioned, or some or one of them, a Certificate of the Birth of the Child or Young Person named in the subjoined schedule.

Christian Name and Surname of the Child or Young Person of whose Age a Certificate is required.	Names of the Parents of such Child or Young Person.		Where such Child or Young Person was Born.	In what year such Child or Young Person was Born.
	Father.	Mother.		

Dated this _____ day of _____ 19__.

Signature _____

Address _____

Occupation _____

BOARD OF EDUCATION.

SCHEDULE II. FORM 123 (a).

STATUTORY DECLARATION BY PARENT, 44 & 45 Vict. c. 41, s. 68.

I hereby solemnly declare that _____ was born on the _____ day of _____ A.D.

And I make the above declaration conscientiously believing the same to be true and by virtue of the Statutory Declarations Act, 1835.

Declared before me at _____ in the (*) _____ of _____ this _____ day of _____ 19___. (Signed) _____, Justice of the Peace for the (*) _____ of _____.

(Signed) _____

* County or borough.

BOARD OF EDUCATION.

SCHEDULE III FORM 146 (a).

School District of _____.

LABOUR CERTIFICATE, No. 1.

Age and Employment.

I certify that *A.B.*, residing at _____, was on the _____ day of _____ 19__, not less than twelve years of age, having been born on the _____ day of _____, 1_____, as appears by the registrar's certificate [*or the statutory declaration*] now produced to me, (*a*) and has been shown to the satisfaction of the local authority for this district to be beneficially employed.

(Signed) _____,
(*b*) Clerk to the (*c*) _____
for the above district.

Proficiency.

I certify that *A.B.*, residing at _____ has received a certificate from _____ one of Her Majesty's Inspectors of Schools, that he (*or* she) has (*d*) reached the _____ Standard.

(Signed) _____,
Principal Teacher of the _____ School.
or (*b*) Clerk to the (*c*) _____
for the above district.

(*a*) Strike out what follows if the child is qualified for full time employment. (*b*) or other officer. (*c*) School Board or School Attendance Committee. (*d*) To reach a standard a child must be individually examined in reading, writing, and arithmetic in that or a higher standard, and must pass in each of those subjects.

BOARD OF EDUCATION.

Form 146 (b).

School District of _____.

LABOUR CERTIFICATE, No. 2 (for partial exemption only).

Age and Employment.

I certify that *A.B.*, residing at _____, was on the _____ day of _____ 19__, not less than twelve years of age, having been born on the _____ day of _____ 1_____, as appears by the registrar's certificate [*or the statutory declaration*] now produced to me, and has been shown to the satisfaction of the local authority for this district to be beneficially employed.

(Signed) _____,
(*a*) Clerk to the (*b*) _____
for the above district.

Previous Attendance.

I certify that *A.B.*, residing at _____ has made 300 attendances in not more than two schools during each year for five preceding years, whether consecutive or not, as shown by the (*c*) certificate furnished by the Principal Teacher of the (*d*) _____ School.

or (*a*) Clerk to the (*b*) _____
for the above district.

(*a*) Or other officer. (*b*) School Board or School Attendance Committee. (*c*) For this certificate see Schedule VI. (*d*) Here name School or Schools in which the attendances have been made.

BOARD OF EDUCATION.
Form 146 (c).

School District of _____

LABOUR CERTIFICATE, No. 3 (Agriculture).

Age and Employment.

I certify that *A.B.*, residing at _____, was on the _____ day of _____ 19__, not less than eleven years of age, having been born on the _____ day of _____ 1____, as appears by the registrar's certificate [*or the statutory declaration*] now produced to me, and that notice has been given to the local authority for this district that he is to be employed in agriculture.

(Signed) _____,
(*a*) Clerk to the (*b*) _____
for the above district.

Proficiency.

I certify that *A.B.*, residing at _____ has received a certificate from _____ one of Her Majesty's Inspectors of Schools, that he (*or* she) has (*c*) passed the _____ Standard, being that prescribed by the bye-laws for partial exemption.

(Signed) _____,
Principal Teacher of the _____ School.
or (*a*) Clerk to the (*b*) _____
for the above district.

(*a*) Or other officer. (*b*) School Board or School Attendance Committee. (*c*) To pass a standard a child must be individually examined in reading, writing, and arithmetic in that or higher standard, and must pass in each of those subjects. *N.B.*—This certificate can only be given in school districts where a special "agricultural" bye-law is in force.

BOARD OF EDUCATION.
FORM 144 (a)

SCHEDULE IV.

(The following certificate applies only to cases of children over 13 years of age.)

CERTIFICATE OF AGE FOR THE PURPOSE OF EMPLOYMENT UNDER SECTION 5, ELEMENTARY EDUCATION ACT, 1876.

I certify that *A.B.*, _____
residing at _____
was on the _____ day of _____ 19__, not less than thirteen years of age, having been born on the _____ day of _____ 1____, as appears by the Registrar's Certificate [*or the Statutory Declaration*] now produced to me.

Signed _____
Clerk to the (*a*) _____
of _____

(*a*) School Board or School Attendance Committee

BOARD OF EDUCATION.
FORM 144 (b).

SCHEDULE V.

(The following certificate applies only to cases of children over 13 years of age.)

CERTIFICATE OF PROFICIENCY FOR THE PURPOSE OF EMPLOYMENT UNDER SECTION 5, ELEMENTARY EDUCATON ACT, 1876.

I hereby certify that *A. B.*, _____
residing at _____
has received a certificate from _____, one of Her Majesty's Inspectors of Schools, that he (*or* she) has reached (*a*) the standard of reading, writing, and elementary arithmetic fixed by Standard IV., of the Code of 1876.

Signed _____
Principal Teacher of the _____ School
or Clerk to the (*b*) _____
of _____

(*a*) To reach a standard a child must be individually examined in reading, writing, and arithmetic in that or a higher standard, and must pass in each of those subjects. (*b*) School Board or School Attendance Committee.

BOARD OF EDUCATION.
FORM 144 (c).

SCHEDULE VI.

CERTIFICATE OF SCHOOL ATTENDANCE FOR THE PURPOSE OF EMPLOYMENT UNDER SECTION 5, ELEMENTARY EDUCATION ACT, 1876, OR FOR PARTIAL EXEMPTION UNDER THE ELEMENTARY EDUCATION (SCHOOL ATTENDANCE) ACT, 1893, AMENDMENT ACT, 1899.

_____ * School.

I hereby certify that the following particulars with respect to the Attendances made by the Child named below, at this School, after attaining the age of 5 years, are correctly taken from the Registers of the School.

Name in full, and Residence of Child.	Number of Attendances made within the 12 months ending the 31st December.
	1
	1
	1
	1
	1

Signed this _____ day of _____ 19 __.

Principal Teacher of the above-named School.

* Enter name in full, and state whether a Public Elementary, or Certified Efficient School.

BIRTH CERTIFICATES FOR "SCHOLARSHIP" CANDIDATES.

The Chester Registrar has refused to give birth certificates for the sixpenny fee to child competitors for certain scholarships; the production of the birth certificates being one of the conditions laid down for candidates.

You will remember that the heading of Form 123, issued by the Education Department, reads:—

"Requisition for a Certified Copy of any Entry of Birth for the purposes of the Factory and Workshop Act, 1891, or for any purpose connected with the Elementary Education or Employment in Labour of a child or young person under the age of sixteen years."

In this particular case the applicant for the certificates thinks that the words "or for any purpose connected with Elementary Education" covers scholarship candidates.

If you can let me have the views which the Local Government Board hold on this point, I shall be grateful.

The Secretary, Local Government Board, Whitehall, S.W.

[REPLY.]

LOCAL GOVERNMENT BOARD, WHITEHALL, S.W.
14*th October*, 1898.

I am directed by the Local Government Board to advert to their letter of the 8th instant, and to state that the Registrar-General has informed the Board that in his opinion the claim of the candidates for the Scholarships in the Chester Technical Day School to the sixpenny Birth Certificates is clearly established, and that he has now so informed the Superintendent Registrar for the Chester Registration District.

CIRCULARS TO LOCAL AUTHORITIES AND HER MAJESTY'S INSPECTORS RESPECTING THE REVISED REGULATIONS.

CIRCULAR 411.

[ISSUED BY EDUCATION DEPARTMENT TO ATTENDANCE AUTHORITIES, 1ST APRIL, 1898.]

I am directed to forward a copy of the Revised Regulations as to Certificates of Age, Proficiency, and School Attendance, dated the 28th February, 1898, and to

request the attention of the local authority to the alterations in paragraphs 3, 4, 5, 6, 8, and 9, and in the footnote (4) to Schedule III. The alteration of paragraph 4 has been called for by the existence of a somewhat widespread misapprehension of the law. It has been contended that a child can be aid to have reached a standard for the purposes of the bye-laws without having individually passed in the subjects of that or a higher standard; as, for instance, in the case of his promotion into a higher standard after a sample examination of the class to which he belonged. My Lords are advised that this interpretation of the law is erroneous, and they wish to remove all doubt upon the question by making the Regulations explicit.

They desire at the same time to point out that, in order to satisfy the bye-laws, a child must not only have reached the prescribed standard, but must have received a certificate from one of H.M. Inspectors that it has reached the standard.

The alteration of paragraph 5 has been made with a view to the provision of further facilities for the examination of children for whom certificates of proficiency are desired. It is now expressly provided that the local authority, as well as the parent or guardian, may apply to the Inspector for the examination of children. On receiving such an application, the Inspector may either examine the children at particular school, or may arrange for their special examination at some convenient centre. It is intended that in every district all children whose attainments are sufficient to justify their examination in the standards qualifying for total or partial exemption from school attendance, should have an opportunity at least once a year, and oftener if necessary, of attending such an examination within a reasonable distance from their homes.

I am also to call your attention to the new Forms of Certificate (Schedules IV. and V.) which have been added to meet the case of children over 13 years of age who are no longer subject to the bye-laws.

CIRCULAR 412.

[ISSUED BY EDUCATION DEPARTMENT TO H.M. INSPECTORS, 1ST APRIL, 1898.]

I am directed to forward a copy of the Revised Regulations as to Certificates of Age, Proficiency, and School Attendance, dated the 28th February, 1898, with a copy of Circular 411 which has been addressed to the local authorities.

My Lords think that all children who require certificates of proficiency for the purposes of the bye-laws, or for the purpose of employment under Section 5 of the Elementary Education Act, 1876, should have an opportunity at least once a year of attending an examination within a reasonable distance of their homes. You should accordingly make arrangements in concert with the local authority to hold special examinations under paragraph 6 of the Regulations at least once in every year at convenient centres in your district for any children that may desire to attend, for whose examination satisfactory provision is not made under paragraph 5.

In factory districts and manufacturing towns examinations oftener than once a year may be found to be necessary.

CIRCULAR 380.

EVIDENCE OF AGE.

[ISSUED BY EDUCATION DEPARTMENT TO LOCAL AUTHORITIES, MARCH, 1896.]

"In accordance with the Regulations for the duties of Registrars of Births and Deaths made under the Births and Deaths Registration Act, 1874, a Certificate of the registry of a child's birth may be granted by the Registrar at the time of registration on one of the forms furnished by the Registrar-General for the purpose, on payment of a fee not exceeding threepence.

"Doubts having been expressed whether the above Certificate is a Registrar's Certificate which may be accepted by the Local Authority as evidence of age for the purpose of the issue of a Labour Certificate (*Revised Regulations of the Education Department as to Certificates of Age, Proficiency and School Attendance, dated 7th June*, 1894, *Schedule III.*), my Lords are advised that such Certificate of the registry of birth should, when presented, be accepted by the Local Authority as evidence of age satisfying the requirements of the Revised Regulations."

HALF-TIMERS.

CIRCULAR 224 [REVISED].

[ISSUED BY EDUCATION DEPARTMENT, 16TH MAY, 1896, TO ATTENDANCE AUTHORITIES.]

I am directed to forward a copy of the Revised Regulations as to Certificates of age, proficiency, and school attendance, and in connexion therewith to call the attention of your Board (or Committee) to the duties imposed upon local authorities by the provisions of Articles 11 and 12 (*b*) of the Code, relative to half-time scholars.

Article 11 defines a half-time scholar to be "a scholar certified by the local authority to be employed in conformity with the bye-laws, or, if not subject to the bye-laws, in conformity with the Elementary Education Act, 1876, or any other Act regulating the education of children employed in labour," and Article 12 (*b*) provides that "the attendance of a half-time scholar for less than two consecutive hours is not recognised, but two such consecutive hours are reckoned as an attendance and a half."

The managers of all schools receiving annual grants will, at the end of the school year, send to the local authority of their district a list of the half-time scholars on whom they claim the allowance provided by Article 12 (*b*). This list will contain the names of the children, and the number of attendances of not less than two consecutive hours, that they have made in their school during the school year just ended, and it will have at its foot a form of certificate, to be signed by the clerk or other officer of the local authority, to the effect that the scholars whose names are on the list have been employed in conformity with the bye-laws, or the Acts mentioned.

In order that the officer of the local authority may be able to sign this certificate, he will have to satisfy himself that the following conditions are fulfilled:

i. In all cases that the children are over 11 years of age;

ii. In the case of children subject to the bye-laws, that they have been (*a*) beneficially and necessarily employed during the year; (*b*) certified by one of Her Majesty's Inspectors to have reached the standard fixed by the bye-laws for partial exemption;

iii. In the case of children not subject to the bye-laws, that they are employed and are attending school in accordance with the provisions of the Factory Acts or any other Act regulating the education of children employed in labour.

The local authority is already bound, in the ordinary administration of the Education Acts, to have sufficient information to enable its officer to certify as to these conditions, for they must be satisfied before any child under 14 can be legally employed; and the local authority will therefore have occasion to inquire whether they are satisfied as soon as legal employment is alleged by any child as the excuse for irregular attendance. In the case of children employed half-time under the Factory Acts, some form of certificate as to the above conditions is already required.

It will not, therefore, be necessary to call upon the local authority, for the purpose of the Articles in question, to undertake any investigation that it is not already bound to undertake, but my Lords think it may be useful to explain what evidence the local authority should require as to the conditions above mentioned.

i. As regards age, in order that allowance under Article 12 (*b*) may be made for any half-time scholar, the local authority must have obtained a registrar's certificate as to the child's age, or a statutory declaration from the parent in the form prescribed by the Statutory Declarations Act, 1835, or a certificate under the Births and Deaths Regulation Act, 1874 (37 & 38 Vict. c. 88 s. 30), such as is accepted by certifying surgeons as sufficient evidence of age under Section 27 of the Factory and Workshop Act, 1878.

ii. In the matter of employment the local authority will be expected to see that partial exemption is not claimed for any child subject to the bye-laws if the circumstances of its family are not such as to render its employment necessary and beneficial. For children not subject to the bye-laws, it is only necessary to ascertain that they are employed half-time under the Factory Acts or any other Act regulating the education of children employed in labour.

iii. The local authority or the managers of any school, after an examination of children for the purpose of obtaining Labour Certificates, are supplied with a schedule showing the result of the examination in each case and containing a certificate from the Inspector, which will be authoritative evidence as to whether any child has or has not reached any standard. Where the officer of the local authority has not access to this certificate, he will be warranted in accepting a certificate from the principal teacher of the school where any child has been examined, as to the fact that the Inspector has certified such child to have reached a particular standard.

When the officer of the local authority receives a list of half-time scholars from the managers of any school, he will cancel the name of any scholar as to whom he cannot certify that the above conditions are satisfied. He will then insert, in figures, the number of scholars to whom his certificate applies and return the list to the managers without loss of time, as it is essential that the list duly signed should be ready at the school when the inspection begins.

NOTICE TO MANAGERS OF EXAMINATION FOR LABOUR CERTIFICATES.

FORM 8 L (2).

[ISSUED BY H.M.I. TO CORRESPONDENTS AS OCCASION REQUIRES.]

I beg to inform you that a Special Examination of Candidates for Certificates of Proficiency will be held at _____ on _____ at _____ o'clock, and to request that you will take steps to make this known among such Schools in your District as are likely to find the above a convenient centre.

Kindly instruct the Managers or Teachers to apply to me for the necessary Schedules, and to state at the same time, the probable number of Candidates to be presented in each Standard.

No child under 11 years of age will be examined.

Please to acknowledge receipt of this Notice.

EDUCATION DEPARTMENT.

Form 63.

ELEMENTARY EDUCATION ACT, 1876.

(*To be filled up, and to be ready on the day fixed for the Examination.*)

PROFICIENCY SCHEDULE.

_____ *School.*

_____ *County.*

List of Children examined for Certificates of Proficiency under No. 5 of the Regulations of 28th February, 1898.

N.B.—This Schedule must be filled up in duplicate. If both Schedules are properly filled up and presented to the Inspector, one of them will be returned to the Managers marked with the *failures* in column III., and with the Certificate on page 4 signed by the Inspector. See No. 7 of the above Regulations, which is as follows:—

7. "The Inspector does not grant certificates to individual children, but after every examination held as above he sends to the Managers of the school, or in the case of a special examination to the local authority, a Schedule containing the names of the children who have passed in all the three elementary subjects in any Standard, with a certificate that such children have reached the Standards entered opposite to their names."

Attention is requested to the proviso at the end of No. 5 of the above regulations:—

"Provided that the Inspector is at liberty to refuse to examine a child who has not been instructed for at least six months in the Standard in which he i

presented, or who has failed in that Standard at an examination held in the previous three months."

I.	II.		III.			IV.	V.	
Number.	NAME. (Place surname first.)	RESIDENCE. *Leave blank* if the School and the child's residence are within the district of the same Local Authority. In all other cases insert the residence.	Examined and passed in.* Reading.	Writing.	Arithmetic.	Age (on **LAST** birthday).	Under what Standard **NOW** examined.	Number.

* A cypher indicates *failure*. A cross or blank indicates *pass*. Strike out the names of all children not actually examined.

I certify that the children whose names remain uncancelled on the above Schedule, and have no cypher set against them in any sub-division of column III., have reached the Standards set against their names in column V.

Given under my hand this day of _____ 19

H.M. Inspector of School.

SCHOOL FEES.

THE Public Elementary Schools of the country may for the purposes of this chapter be divided into two classes, (1) Fee Schools, (2) Free Schools. The first class must be sub-divided into (a) schools not receiving fee grant, (b) schools receiving fee grant.

(a) *Schools not receiving fee grant.*

1. Fee Schools. In these schools the fees may be fixed at any sum which does not exceed ninepence per week from each scholar. If this sum be exceeded, the school is not an "elementary school" within the meaning of the term, as used in the Education Code, and consequently the Education Department cannot place it on the list of grant-earning schools. (Art. 3 Code.) It should be noted that the fee, or, as it is technically termed, "the payment in respect of the instruction" means the fee payable by the parent for instruction, and does not include any payments for the purchase of books or other articles, but a weekly or other periodical payment for the use of books or other school requisites *if required as a condition of admission to the school*, is as a rule treated as a fee. The mode of calculation adopted by the Education Department for determining the amount of the ordinary payment is fully set out in the note to Art. 3 of the Code. Within the limits of ninepence per week the managers of a voluntary school may fix their own fees, but in Board schools the fee must be approved by the Education Department before it can be enforced. The Department, however, will not sanction a variable fee based upon the number of subjects taken in any school. If the average fee is not more than ninepence per head per week, the Department do not forbid any plan by which a certain section or class of the scholars pay more than ninepence per week, provided that "not more than one-third of the scholars pay fees exceeding ninepence a week." Managers should, however, obtain the sanction of the Department before adopting any plan of this kind.

(b) *Schools receiving fee grant.*

The recent Elementary Education Act (1891) instituted what is termed the "fee grant." This Act authorises the payment, out of moneys provided by Parliament, of a grant at the rate of 10s. a year for each child of the number of children over three and under fifteen years of age in average attendance at any public elementary

school in England and Wales, the Managers of which are willing to receive the sum. It in addition provides that schools may receive the fee grant, and *also* charge a fee. If the average rate of fees received during the school year which was ended last before the 1st January, 1891, was in excess of 10s. a year for each child of the number of children in average attendance, a fee may be charged. A limit, however, is imposed on the amount of this fee. The average rate of fee in any school year for all the children over three and under fifteen years of age must not exceed the average rate of fees received during the school year, ended last before the 1st January, 1891, less 10s. We will take as an instance a school the average of which was 300 for the year ended last before the 1st January, 1891, and which received as fees £300, an average of £1 per scholar. Presuming that its average is 320 in the following school year, and it has accepted the fee grant, the full fee grant of 10s. per head can only be claimed, if it has received as fees 320 × 10s. Any sum received in excess of this is met by an equivalent reduction of the fee grant. In a case of this kind the managers are not prohibited from charging a variable fee provided that the average rate does not exceed 10s., and there is nothing to prevent the admission of some children without payment of any fee.

2. Free Schools. The managers of any school receiving the fee grant are not permitted to charge any fee, if the average rate of fees received during the school year ending last before the 1st day of January, 1891, was not in excess of 10s. a year for each child of the number of children in average attendance at the school. This does not, however, prohibit managers charging fees for children under three, and above fifteen years of age. A school board must, however, obtain the sanction of the Department before such fees can be charged, but this does not apply to voluntary schools. Schools under this clause are prohibited from making *any charge of any nature for any child over three* and *under fifteen years of age,* from the date from which the fee grant is claimed. Charges for books are included in this prohibition.

In writing to the managers of a certain school the Education Department stated:—

> "Since the average rate charged and received in respect of fees and books and for other purposes, during the school year ended 31st May, 1890, was not in excess of 10s. a year for each child of the number of children in average attendance at the school, no charge of any kind may be made for any child over three and under fifteen years of age from the date from which the fee grant is claimed." (Elementary Education Act, 1891, sec. 3.)

3. Voluntary Subscriptions from Parents. Since the introduction of Free Education the managers of certain schools have asked the parents of the children attending the schools for voluntary contributions in lieu of the fees formerly paid. The Education Department have stated:—"Voluntary subscriptions, if the parents are desired to contribute, must be asked for from them, *not from the children;* and if such contributions are not to be regarded as school fees they must be paid by the parents, and not by the children, *to some person other than the teacher, at some place other than the school.*"

The following "Memorandum as to Free Education," issued in May, 1893, by the Education Department, states clearly the rights conferred on parents by the Act of 1891:—

4. Provision for Free Accommodation. Under the Education Act of 1891 the greater number of the Elementary Schools in England and Wales are now free. With regard to districts where all school places are not yet free the following memorandum explains the rights of parents, and how they may obtain free education for their children.

1.—*Right of all Parents to Free Education.*

Every father and mother in England and Wales has a right to free education, without payment or charge of any kind, for his or her children between the age of three and fifteen. The right to free education is not a concession to poverty, but is common to all classes alike. Any parent who has not got free education already may write to the Education Department and claim it, either alone or in combination with other parents.

2.—*Form of Claim for Free Education.*

The claim may be made in the following form of words:—"I (or we) desire

free education for the child (or children) mentioned below, and I (or we) represent to the Department that there is at present insufficient free school accommodation in the district for such child (or children)."

3.—*What Free Education means.*

The Free Education, to which parents have a right, must be unconditional; that is to say, must not be free while the child is in certain standards only, or be given on the ground of poverty, or be subject to any inquiry as to the means of the parent or the reasons the parent has for desiring it, or be free only on condition that the child attends regularly, or have any other condition attached to it. It must be wholly free, without any charge for books, slates, or anything else; and it must be at a school within a reasonable distance of the child's home.

4.—*How Free Education is provided.*

When the Education Department receive a claim for Free Education on behalf of one or more children, they make inquiry * as to what free school places are available for these children, and if the number of free places is insufficient, cause a sufficient number to be provided. In districts where there is a school board the school board is directed to provide them; in districts where there is no school board if the free places required are not provided by voluntary schools, a school board is formed, and directed to provide them in like manner.

5.—*Children not to cease attending School while waiting for Free Places.*

Parents who have claimed free education, but have not yet obtained it, must go on sending their children to school, even if this involves paying fees, until the free places have been provided in the way explained above.

6.—*Charge for Books and Stationery.*

The managers of all schools, whether they are free schools or not, are bound to provide a proper supply of books, slates, and other school apparatus, and cannot compel a parent to provide books either by periodical payment or by purchase, nor can they refuse admission to a child whose parent refuses to provide them. But if a parent prefers to buy school books outright, so that they may remain the property of the child, there is nothing to prevent his buying them from the managers, or the managers selling them to him, as a purely voluntary arrangement and a matter of mutual convenience.

RELIGIOUS INSTRUCTION.

We purpose dealing with this subject under the respective headings of —

(1) Regulations affecting all Public Elementary Schools, (2) Regulations affecting Board Schools only, (3) Regulations affecting Voluntary Schools only, (4) Infraction of the Regulations.

1. *Regulations affecting all Public Elementary Schools.*

Grant may be obtained without Religious Instruction.

All schools which receive an annual Parliamentary grant have to fulfil certain conditions. These conditions are those prescribed by the Code in force for the time being, and they must include that the grant shall not be made in respect of any instruction in religious subjects. It is also provided that these conditions shall not require that the school shall be in connection with a religious denomination, or that religious instruction shall be given in the school. (33 & 34 Vict. c. 75 sec. 97.)

* The following memorandum by the Department to be sent to Inspectors in cases of inquiry, has been issued:—"In estimating the amount of free places required:—(1) Free places already occupied by children other than those of the parents who signed the representation must not be considered available for the latter. Children who already occupy free places should not, of course, be included in ascertained deficiency. (2) Free places must be unconditional; that is to say—a free place cannot be reckoned as such which is given on condition of the child being in a certain standard or on the ground of poverty, or on any other condition. (3) A demand for a free place cannot be satisfied by any school the managers of which refuse to admit a scholar unless he pays for books or copy books. The free place must be given absolutely free of any charge. (4) Free places required to satisfy a demand must be reasonably near the children's homes."

A Condition of Grant. No school can be placed on the list of grant-earning schools which is not a public elementary school conducted in accordance with these regulations. They are definitely prescribed and a copy of them must be conspicuously put up in every school. These regulations are—

(1) It shall not be required, as a condition of any child being admitted into or continuing in the school, that he shall attend or abstain from attending any Sunday-school or any place of religious worship, or that he shall attend any religious observance or any instruction in religious subjects in the school or elsewhere, from which observance or instruction he may be withdrawn by his parent, or that he shall, if withdrawn by his parent, attend the school on any day exclusively set apart for religious observance by the religious body to which his parent belongs.*

(2) The time or times during which any religious observance is practised, or instruction in religious subjects is given at any meeting of the school, shall be either at the beginning or the end, or at the beginning and the end, of such meeting, and shall be inserted in the time-table to be approved by the Education Department, and to be kept permanently and conspicuously affixed in every school-room; and any scholar may be withdrawn by his parent from such observance or instruction without forfeiting any of the other benefits of the school;

(3) The school shall be open at all times to the inspection of any of Her Majesty's Inspectors, so, however, that it shall be no part of the duties of such Inspector to inquire into any instruction in religious subjects given at such school, or to examine any scholar therein in religious knowledge or in any religious subject or book;

(4) The school shall be conducted in accordance with the conditions required to be fulfilled by an elementary school in order to obtain an annual Parliamentary grant. (33 & 34 Vict. c. 75 s. 7.)

Inspectors' powers. It cannot be too strongly insisted upon that Government Inspectors have no power to deal with the question of religious instruction given in the schools. The following Minute (2nd April, 1878) of the Committee of Council on Education defines clearly the extent of the Inspectors' duties in this respect:—

Resolved:—

1. That the time-table of each public elementary school shall be submitted to the Inspector of the district, at every visit he pays to the school.

2. That the Inspector shall enter on every time-table which fulfils the requisite conditions, "Approved on behalf of the Education Department," with his signature and the date of his visit.

3. That the Inspector may approve any time-table which, while conforming to sec. 7 (2) of the Elementary Education Act, 1870, in respect of the time or times appointed for religious observances or instruction, sets apart at each meeting of a school, for the instruction in secular subjects of each class or division of the school, at least the amount of time prescribed by Art. 23 of the Code.

3 (*a*). Provided, that at each meeting of a school instruction in secular subjects is continuously given for the prescribed time, by or under the personal supervision of the principal teacher, and that there is a classroom attached to the school, a time-table may be approved which provides for religious instruction (in accordance with the provisions of sec. 7, and in board schools of sec. 14 (2), of the Act of 1870), being given in the classroom to separate classes or divisions of the school, either at the beginning or end of the meeting; and the time of secular instruction need not be the same for the whole school.

3 (*b*). If there is no classroom attached to a school, the time for secular instruction must be the same for the whole school.

4. That the Inspector shall not express any opinion as to the time or times appointed for religious observances or instruction, or as to the nature of such instruction, but shall confine himself to seeing that the prescribed amount of time is secured for secular instruction.

5. That before signing the time-table, the Inspector shall satisfy himself—

(1) That a copy of the regulations contained in sec. 7 of the Education Act is conspicuously put up in the school.

(2) That the time-table is printed or written in distinct characters, and that sufficient copies of it are provided to be put up in every schoolroom.

(3) That, if the school premises admit of it, the children withdrawn by their parents from religious observances or instruction receive, by themselves, instruction in

* This is specially applicable to the cases of Roman Catholic and Jewish children.

secular subjects during the time or times set apart for religious instruction or observances.

This subject is also referred to in the following extract from a circular issued by the Education Department to their Inspectors on the 16th January, 1878:—

It should never be forgotten that a child withdrawn from the whole or part of the religious teaching or observances of a school, should in no way be subjected to disparaging treatment on account of his parent having thought fit to avail himself of his statutory right in this matter. But, on the other hand, in your communications respecting the arrangements of the time-tables, you will remember that you have no right to interfere in any way with the liberty allowed by statute to Managers of providing for religious teaching and observances at the beginning and end of the two daily school meetings. In your allusions to this subject and to the conscience clause, you will be most careful not to lead Managers or teachers to suppose that the complete provision which has now been made by the Legislature for protecting the rights of conscience, as an essential part of a system of compulsory attendance, and the limitation of the necessary examination by Her Majesty's Inspectors to secular subjects, imply that the State is indifferent to the moral character of the school, or in any way unfriendly to religious teaching.

If any cases are brought before you or come to your knowledge, of an infraction of the seventh section of the Act of 1870, *i.e.*, the Time-table Conscience Clause, you will not fail, acting in the spirit of the Act of 1876 (sec. 7), forthwith to communicate with their Lordships on the subject; and you will take special care to point out to school Managers and teachers the importance of the strictest adherence, in letter and in spirit, to the provision of that conscience clause, and to remind them, where necessary, of the total forfeiture of grant which their Lordships would at once inflict should those provisions be persistently evaded or neglected.

Children withdrawn. When notice of withdrawal from religious instruction has been given, it is the duty of the managers to see that such notice is duly entered in the admission register (rule 9e, appendix ii. to the Code). The children so withdrawn must be instructed in secular subjects in a room in which religious instruction is not being given. If, however, a school has no classroom in which these children can be separately instructed, they must not be compelled to attend school during the time set apart for prayers and religious instruction, but must be permitted to enter school at the hour when secular instruction commences, or to leave when religious instruction commences. The views of the Education Department on this subject are expressed in a letter addressed to the correspondent of the St. James' Church of England Schools, Northampton. It is dated February 13th, 1899, and is in the following terms:—

"Adverting to your letter dated the 24th ultimo, I am directed to reply to three questions asked therein, as follows:—

"(1). Provided that satisfactory arrangements are made for giving secular instruction in a separate room to scholars withdrawn from the Religious Instruction under the Conscience Clause, there is no reason why a disciplinary rule requiring attendance at a given hour should not be enforced.

"(2). Children arriving after the time fixed by the approved time-table for the closing of the registers may be excluded from the school.

"(3). The religious instruction may be given at the end of the meeting of the school instead of at the beginning, provided that the altered time-table is submitted to H. M. Inspector and approved by him."

2. *Regulations affecting Board Schools only.*

Religious Catechism and Formulary forbidden. One of the regulations in accordance with which every school provided by a school board must be conducted is, "no religious catechism or religious formulary which is distinctive of any particular denomination shall be taught in the school." (33 and 34 Vict. c. 75 sec. 14 (2.).)

A school board may determine that there shall not be any religious observance in the schools which it provides. Should it, however, decide to give religious instruction it is forbidden to include in such instruction any teaching which is "distinctive of any particular denomination." If a school board do or permit any act in contravention of or fail to comply with this regulation the Education Department may declare the school board to be in default, and may proceed to appoint other persons to be members of such school board. It is also provided that not only the acts of the board in its corporate capacity, but also every act or omission of any member of the school board or Manager appointed by them or

any person under the control of the board shall be deemed to be permitted by the board unless the contrary be proved. (33 & 34 Vict. c. 75 sec. 16.)

Lord's Prayer, Apostles' Creed and Decalogue.

These are not held by the Department to be "formulæ distinctive of any particular denomination." In November, 1888, my Lords wrote:—

"Adverting to your letter of the ——, I am directed to state that if any part of the Church Catechism except the Lord's Prayer, Ten Commandments, and the Apostles' Creed is taught in a Board School, during school hours, my Lords will not be able to recognise the school as a public elementary school.

"I am to request that your Board will pass and communicate to the Department some formal regulation in conformity with the above direction with respect to the religious instruction to be given in their schools."

Attendance at a place of public worship.

Replying to a question in the House of Commons on February 23rd, 1899, Sir John Gorst said that the practice of occasionally taking scholars to places of public worship during the time set apart for religious instruction had never been objected to by the Committee of Council, and is in their opinion legal. Such attendance must not be enforced against the will of the parent, or there will be a violation of Section 7 of the Education Act of 1870.

3. *Regulations affecting Voluntary Schools only.*

Distinctive Religious Teaching permitted.

The religious instruction given in any voluntary school may be according to the tenets of any particular sect. This instruction must, however, be confined to the period which is prescribed by the time-table as being set apart for religious instruction. It should, however, be clearly understood that a school will not be considered as giving "suitable provision" for the educational needs of the "school district," unless it protects the religious feelings of the parents of the scholars. If the necessary protection be not found to exist by the Department, my Lords will no longer consider the school as affording "public school accommodation," and will require the district to supply the deficiency in accommodation should such be created by the removal of the school from the list of those affording suitable provision.

Examination in religious knowledge.

Where the Managers of any public elementary school not provided by a school board desire to have their school inspected, or the scholars therein examined as well, in respect of religious as of other subjects, by an Inspector other than one of Her Majesty's Inspectors, such Managers may fix a day, or days, not exceeding two in any one year, for such inspection or examination. The Managers shall, not less than fourteen days before any day so fixed, cause public notice of the day to be given in the school, and notice in writing of such day to be conspicuously affixed in the school. On any such day any religious observance may be practised, and any instruction in religious subjects given during any time of the meetings of the school, and any scholar withdrawn by his parent from any religious observance or instruction in religious subjects shall not be required to attend the school on any such day. (33 & 34 Vict. c. 75 sec. 76.)

NOTE.—The registers should not be marked on the day or days fixed for either inspection or examination by an Inspector in religious knowledge.

4. *Infraction of Provisions as to Religious Instruction.*

Duty of Local Authority.

It is the duty of School Boards and School Attendance Committees to report to the Education Department any infraction of the provisions affecting religious teaching in any public elementary school within their district which may come to their knowledge, and also to forward to the Education Department any complaint which they may receive of the infraction of those provisions. (39 & 40 Vict. c. 79 sec. 7.)

WHAT IS MY INCOME TAX?

An Act of Parliament is passed annually, termed the Finance Act, and from these Acts the authority is derived for the levying of Income Tax. By the Acts passed during the last four years various changes have been made which will affect a large number of teachers, hence the publication of the following statement:—

General.

The tax on incomes was first established by an Act passed in 1842, and it is to this Act that reference must be made if we wish to ascertain the methods of assessing, charging, and collecting the tax. A late judge, referring to this Act, stated that it was "a net large enough to include every description of property," and that it was "practically impossible to escape the operation of the Act." No matter what the description of property, so long as it produces an annual income, the owner becomes liable to the duty; no matter what profession practised, trade followed, or office occupied, the profits arising therefrom are also liable to duty. The several kinds of profits are classified under "Schedules," and every schedule is distinguished from the others by one of the letters A, B, C, D, or E. It is proposed to deal with the duties assessed under Schedules A and D, as these only affect the general body of teachers.

Schedule A.

This schedule includes all income arising from land and house property. In the words of the Act, the duty under this schedule is charged "for and in respect of the property in all lands, tenements, hereditaments, and heritages in the United Kingdom, for every twenty shillings of the annual value thereof." So far as teachers are concerned, the assessments made under this schedule will be largely in respect of the houses they occupy, whether rent free, as part of their emoluments, or as ordinary tenants.

Occupation of Dwelling House as an Ordinary Tenant.

First, it must be fully grasped that the tax under this scheme is an owner's tax, not an occupier's. The Act provides that the tax shall be paid *in the first instance* by the occupier of the house or land, and then further provides that the occupier shall be entitled to deduct the amount from the rent he pays to the landlord. The tax is often described as "Landlord's Property Tax." No agreement between landlord and tenant is valid which binds the tenant to pay this tax, and the landlord must allow the deduction from the rent, or render himself liable to a penalty of £50. It is most important to notice that the amount must be deducted from the *next* rent or interest payable, in all ordinary cases, else the tenant loses his right to recover. Should the house be the property of the occupier, the tax must be paid by the occupier-owner, unless his total income for the year is less than £160. For example, a teacher whose salary is £120, and who owns a house whose annual value is £30, escapes the payment of income tax, and should it have been paid, either by himself or his tenant, can have the amount refunded on application to the Inland Revenue authorities.

The same rule applies in the case of ground-rents, advances on mortgages, &c. From the *next* ground-rent, or interest on advance payable, the owner of the house can deduct the amount of tax which has been paid. If, for instance, the annual value of a house is £40, and the owner pays, as ground or chief rent, £6, and, as interest on an advance on mortgage, £10, he can deduct from his *next* payments to the ground landlord and the mortgagee respectively, "$6 \times x$," and "$10 \times x$," "x" representing the rate of income tax for the year in question.

Free Occupation as Part of Emoluments of Office.

It must first be clearly understood that the teacher, as occupier, is liable to pay the tax *in the first instance*. That he occupies the house rent free does not affect the question. If by his agreement with the school authority it is agreed to provide him with a residence free of all rent and taxes, he can clearly claim that the money be refunded by them. But many teachers' dwellings escape tax entirely. By Section 61 of the principal Act it is provided that allowances shall be made for certain public and charitable institutions. One of the clauses of this section provides that an "allowance" shall be made "for the duties charged on any hospital, public school, or almshouse, in respect of its public buildings, offices, and premises not occupied by any officer thereof whose income amounts to or exceeds £150, or by

any person paying rent for the same." Whether the recent Acts raise "£150" to "£160" in this clause is uncertain, but it is certain that a school-house occupied by a teacher whose income is less than £150 per annum is not liable to assessment.

Schedule D.

Duty is charged under this schedule in a most comprehensive fashion. The words of the Act are:—

> "For and in respect of the annual profits, or gains, arising or accruing to any person residing in the United Kingdom, from any kind of property whatever, whether situated in the United Kingdom or elsewhere; and for and in respect of the annual profits or gains arising, or accruing, to any person residing in the United Kingdom from any profession, trade, employment, or vocation, whether the same shall be carried on in the United Kingdom or elsewhere; for and in respect of all interest and money, annuities, and other annual profits and gains not charged by virtue of the other Schedule."

Truly a net large enough to enclose all, and with meshes small enough to prevent any escape.

Exemption of Annual Incomes under £160.

All persons whose incomes are less than £160 per annum are exempted from the payment of income tax. Under this heading the following special points should be noticed:—

(1) In estimating the taxable income for the year, any sum paid to a substitute during sickness or leave of absence may be deducted.

(2) The interest on investments may be, and often is, paid free of income tax. If the whole income of the investor is less than £160, the tax on the amount of interest will be refunded on application to the Inland Revenue authorities. This also applies to the tax paid by a tenant of a house owned by a person whose income is less than £160.

(3) No tax is payable by the owner of a house for any period during which it is unoccupied.

(4) In the case of a teacher who ceases to receive salary before the end of the financial year, the tax is only due on the salary actually received, and if the tax has been paid on the full annual salary, the excess payment will be refunded on application being made to the Commissioners.

Abatement on Incomes between £160 and £700.

Any person whose total income from all sources exceeds £160, but does not exceed £700, is entitled to relief from income tax, equal:—

(1) If his total income does not exceed £400, to the amount of the income tax upon £160.

(2) If his total income exceeds £400, and does not exceed £500, to the amount of the income tax upon £150.

(3) If his total income exceeds £500, and does not exceed £600, to the amount of the income tax upon £120.

(4) If his total income exceeds £600, and does not exceed £700, to the amount of the income tax upon £70.

Joint Income of Husband and Wife.

The principal Act provides that,

> "The profits of any married woman living with her husband shall be deemed the profits of the husband, and the same shall be charged in the name of the husband, and not in her name or of her trustee, provided also that any married woman living in Great Britain separate from her husband, whether such husband shall be temporarily absent from her or from Great Britain, or otherwise, who shall receive any allowance or remittance from property out of Great Britain, shall be charged as a *feme sole* if entitled thereto in her own right, and as the agent of the husband if she receive the same from or through him, or from his property, or on his credit (5 & 6 Vict. c. 35, sec. 45)."

No provision of recent Acts was more welcomed by a large number of teachers than this. The Chancellor of the Exchequer indicated that it would largely affect teachers, and that it was specially designed to give them relief. The provision is the more remarkable inasmuch as for the first time in our fiscal arrangements it recognises a distinction between profits derived from a profession, employment, or vocation, and those derived from investments. The "Joint Income" clause is long and involved, and its effect can be most clearly shown by examples. The clause itself runs thus:—

"Where the total joint income of a husband and wife charged to Income Tax, by way either of assessment or deduction, does not exceed £500, and upon a claim for exemption, relief, or abatement under the Acts, relating to the Income Tax, the Commissioners for general purposes of those Acts are satisfied that such total income includes profits of the wife from any business carried on or exercised by means of her own personal labour, and that the rest of the total income, or any part thereof, arises or accrues from profits or a business carried on or exercised by means of the husband's own personal labour, and unconnected with the business of the wife, they shall deal with such claim as if it were a claim in respect of the said profits of the wife, and a separate claim on the part of the husband in respect of the rest of the total income, but they shall deal with any income of the husband arising or accruing from the business of his wife or from any source connected therewith as if it were part of the income of the wife. In this section 'business' means any profession, trade, employment, or vocation, or any office or employment of profit, and the profits of a business' mean any profits, gains, or remuneration arising or accruing from the business and chargeable under Schedule D. or Schedule E. in the Income Tax Act, 1853." (Section 5 (1) and (2), 60 & 61 Vict. c. 24.)

The words "*unconnected with the business of the wife,*" are of special interest to teachers, as it is held that these words exclude from the benefits of this section those teachers who are receiving a joint-salary. These words are comparatively new, being introduced for the first time in the Act of 1897.

Examples.

	£	Total Income. £	Amount on which Tax is Payable.
1. Husband's Salary	100	170	"Nil."
Wife's Salary	70		
2. Husband's Salary	100	170	Husband pays on £10.
Wife's Income (other than Salary)	70		
3. Husband's Salary	180	330	Husband pays on £20.
Wife's Salary	150		
4. Husband's Salary	250	430	Husband pays on £90
Wife's Salary	180		Wife pays on £20.
5. Husband's Salary	200		
,, Income (other than Salary)	70	340	Husband pays on £130.
Wife's Salary	50		
,, Income (other than Salary)	20		
6. Husband's Salary	350		
Wife's Salary	240	690	Husband pays on £620.
,, Income (other than Salary)	100		
7. Husband's Salary	200	300	Husband pays on £140.
Wife's Income (other than Salary)	100		
8. Husband's Salary	350	450	Husband pays on £300.
Wife's Income (other than Salary)	100		

Life Insurance Premiums.

Any person who has made an insurance on his own life, or on the life of his wife, or who has contracted for a deferred annuity on either life, may claim repayment of "such a proportion of the duty paid by him as the amount of the annual premium bears to the whole amount of his profit and gains," which, being interpreted, means that if a person pays £10 annual premium on life insurance, the income-tax should not be charged on that amount of £10, or, if it has been charged, it can be reclaimed.

It ought to be clearly stated that if the amount of the annual premium reduce the amount of the income below the exemption or abatement limit, it does not entitle the taxpayer to either exemption or abatement. For instance, if a person's income is £405, and he pays an annual life insurance premium of £10, he is not entitled, thereby, to an abatement of £160, but only to an abatement of £150. Again, if a person's income is £710, and he pays life insurance premiums of £20, he is not entitled to any abatement, his income being over £700; his tax, however, will be paid on £710 less £20—viz., £690—as he is entitled to an allowance, although not to abatement. In no case will an allowance be made in respect of an annual premium beyond one-sixth part of the whole income.

No Income Tax on Contributions under the Superannuation Act.

In connection with the assessment of Income Tax, the Inland Revenue Authority writing on May 8th, 1899, said:—

> "The Board of Inland Revenue having had under consideration your letter of the 24th ult., I am directed to acquaint you that in view of the provisions of the Elementary School Teachers' (Superannuation) Act, 1898, they are of opinion that your contribution under that Act is a proper deduction to be claimed in making your return for assessment under Schedule E of the Income Tax. The Surveyor of Taxes has been instructed accordingly."

Repayment of Tax.

Overpaid tax, whether paid directly by the taxpayer or deducted from his rents, dividends, interest, &c., can be claimed back if the claim be made within three years. Forms for making claims for repayment are supplied by the Secretary, Inland Revenue, Somerset House, W.C.

These forms should be applied for by letter, the postage of which need not be prepaid. The applicant having discovered that he is entitled to total exemption, or to abatement, and that he has paid a tax which he can reclaim, should apply for Form 40 in the case of total exemption, and Form 40*a* in the case of abatement. If he claim repayment for more than one year, he should apply for two or three forms, as the case may be, as each claim must be made on a separate form. Those forms supply full information as to the mode of claiming. If the authorities are satisfied as to the genuineness of the claim, a Post Office Order is forwarded in due course.

To Members of the N. U. T.

An attempt has been made to deal with the main features of these Acts, but of necessity there are peculiarities in connection with many cases. Should difficulty arise in the case of a member of the Union, he can obtain full information and advice on application to the Secretary, Legal Department, 71, Russell Square, W.C.

REFUSAL OF ADMISSION TO A SCHOOL RECEIVING PARLIAMENTARY GRANT.

Much misconception appears to exist in the minds of Managers and teachers with regard to this subject. It is thought by some that schools under voluntary management are in a different position from those under boards. This impression is without foundation. To all schools receiving Parliamentary Grant the same "condition" applies, and on failure to fulfil this condition, the Education Department have the power to withdraw the whole of the grant. The Department's decision as to whether or not this condition has been fulfilled in any specific case is final and conclusive.

What is this condition?

"No child may be refused admission as a scholar on other than reasonable grounds." (Art. 78 Code.) This clause of the Code supplies the answer in general terms, but the words "reasonable grounds" have given rise to various defining decisions. These decisions we have attempted to classify, and give them below under various headings.

Refusal must be considered by Managers.

First, it is necessary to state generally that the Department hold that the refusal of admission to a school should always be considered by the Managers of a school. It is a power which should not for any reason be delegated to the teacher. However good the reason for refusal to admit may be, if the power is exercised by the teacher, on his own authority or even on authority delegated to him by the Managers, the Department will not consider the question, but refer it to the Managers for their report.

Non-Payment of School Fees.

The following extract from an official letter states clearly the position taken by the Department on this point:—

> "My Lords approve of the rule requiring the payment of school fees in advance. It is the usual practice, gives parents an interest in securing the regular attendance of their children, and is the most certain and economical mode of collecting this part

of their income. It rests with each Board to consider whether they will require prepayment as a condition of a child's admission to a school. If they do so, my Lords will assist the Board in maintaining the rule by not regarding the refusal of admission to a child who does not bring the school fee in advance as a violation of the New Code, but it must be distinctly understood that the Board will take such measures as to prevent the rule from having the effect of depriving children of education. For this purpose the teacher should report every case in which that rule is enforced, to the Board, who should without delay either (1) satisfy themselves of the parent's inability through poverty to pay the fee, and remit it under section 17 of the Elementary Education Act of 1870, or, (2) take proceedings under their bye-laws to enforce the child's attendance on the condition—payment of the school fee—provided by the 17th section."

Since, however, the introduction of Free Education under the Act of 1891, this decision has no very wide application, but it still holds good for schools where a fee is charged with the sanction of the Department. In connection with this it should be noted (1) That a parent is liable on conviction for non-compliance with a school attendance order when he has caused his child to attend the school named in the order, but without sending the school fee. (Saunders *v.* Richardson, L.R., 7 Q.B.D. 388, & 45 L.T., N.S., 319.) (2) That if a child is sent to school without the school fees, the parent does not cause his child to attend school within the meaning of the bye-laws, although the child may be admitted to the school and receive instruction therein. (London School Board *v.* Wood, L.R., 15 Q.B.D. 415, & 54 L.T., 88.) (3) A parent sending a child to school in the discharge of a duty imposed on him by Statute does not enter into a contract, expressed or implied, to pay the fees for the child's instruction, and that consequently arrears of fees are not recoverable by action in the County Court. (School Board for London *v.* Wright, L.R., 12 Q.B.D. 578, & 50 L.T., 606).

Inability of Parent to pay Fee.

The Managers of a School in which fees are charged, with the sanction of the Education Department, can refuse admission to the children of parents who are unable to pay the fee demanded. Refusal to admit under these circumstances is considered, by the Department, to be on "reasonable grounds." (Official Letter to School Board for London, February, 1894.

Capricious Removals.

In districts where schools exist within easy distance of each other, it is a common practice for disorderly children to be removed from one school to another whenever any difficulty occurs with regard to the enforcement of discipline. A child leaves one school, is reported to the attendance officer, who visits the home, is told that the child is going to another school, the child is there admitted, probably having spent some weeks in the streets. On representations made by the Executive of the National Union of Teachers, in 1898, the Education Department considered this matter and expressed the following opinion :—

> "My Lords see no reason why the managers of neighbouring schools should not come to an agreement among themselves that they will not admit scholars who migrate from one school to another without having a satisfactory reason for such migration. Any complaint made by the parent under Article 78 of the Code would be dealt with by this Department on its merits, and after due consideration of the case."

Extra District Children.

So long as there are vacant places in the school, children from outside the parish must be admitted. If, however, a school is more than full, and in order to avoid loss of grant, a reduction must be made in the average attendance, the excluded children must be those whose parents or guardians reside in a "school district" outside that for which the accommodation is provided. So long as there is room in a School Board school, unoccupied by the children of the district for which the school is provided, the Department will not consider non-residence in the district as a "reasonable ground" for exclusion.

Wearing of Badges, &c.

Adverting to your letter, dated the 16th of January, 1899, I am directed to state that My Lords are of opinion that a rule forbidding children to wear in school badges which are calculated to disturb the order and discipline of the school, is a proper one; and that provided the Managers enforce such rule impartially, it affords them a "reasonable" ground (Art. 78 of the Code) for refusing admission

to a scholar whose parent declines to comply with such rule. (Official Letter to Correspondent of St. James' End. School, Northampton, March, 1899; 10,310-99.)

Neglected Children.

As regards these children, there are so many degrees of personal neglect and discomfort to the other children which may be caused by it, that no general opinion can well be given. In a recent case on the subject of the expulsion of a boy, who was proved to be in a very dirty state, My Lords stated that they "did not think the refusal to admit the boy could be held to be unreasonable," and added, "that it was the duty of the parents, not only to send their children to school, but to send them in such a state of cleanliness as to prevent their being a nuisance to other children." The Department must be satisfied that all means possible have been taken to improve the state of such children before they will allow that their exclusion is on a reasonable ground. In one communication they said, with regard to shoeless and neglected children, "the pressure which may have to be brought upon parents to send their children in a decent condition to school, will probably be best enforced by the children themselves when they come to mix with others upon whom proper care is bestowed." (Official Letter to Liverpool School Board, October, 1881.)

Disobedience.

If a child is guilty of gross insubordination, and the punishments prepared by the rules of the school all fail to remedy the evil, the Department hold that this is a "reasonable ground" for exclusion. (Official Letter, April, 1885.) Writing on August 31st, 1898, the Education Department say:—"My Lords will require to know fully the circumstances in any particular case before deciding whether they should consider a refusal to admit a child on account of insubordination to be reasonable under Art. 78 of the Code" (33,028-98). If the parent cannot obtain the admission of the child to another school, he will then be prosecuted for the non-attendance of the child, and the child may either be sent to an industrial school a fine inflicted.

Other than Reasonable Grounds.

The following reasons for exclusion have been held by the Department not to be sufficient:—

1. Application to attend half-time by a child who has previously attended the same school whole time.

   NOTE.—If, however, accommodation is provided in the near neighbourhood for half-time scholars, and the school in question has never received any half-timers, the Department sanction the exclusion.

2. The fact that the child had been previously untaught.
3. Irregularity of attendance.

   NOTE.—In cases of scholars wholly exempt from attendance at school if, after endeavour by appeal to parents to secure due regularity, such scholars are grossly irregular and hence likely not to profit themselves while impeding the progress of others, the Managers would be justified in refusing them admittance. But exclusion should always be resorted to with reserve, and when measures of persuasion have been tried, and have failed. (Official letter, 7th March, 1887.)

4. The fact that the children were inmates of a workhouse.
5. Refusal to pay double fee as a penalty for not cleaning the school.
6. Refusal on the part of the parent to send the brothers and sisters to the same school.
7. Insulting and abusive conduct of parents.

   NOTE.—"I regret to inform you that the Education Department cannot consider the circumstances brought before them as sufficient warrant for the exclusion of . . . . children from the school, under Art. 78 of the Code.

   "My Lords do not understand that any serious fault is found with the conduct of the children themselves. The behaviour of their mother has been of such a character, as must, if persisted in, interfere not only with the possibility of maintaining proper discipline in the school, but also with such reasonable freedom from apprehension on the part of the teachers as is necessary for the due performance of their duties.

   "My Lords have to request that the Managers will inform Mr. . . . . that his children may be re-admitted to the school, upon the understanding that he will take every means in his power to prevent the recurrence of any similar interference with the teachers and the discipline which they have to maintain.

   "If the teachers or any of them feel that they have ground for apprehension of violence and disturbance in their duties from Mrs. . . . . it is probably open to them to take proceedings before the Magistrates for the purpose of ensuring proper protection; and notice can then be given to Mrs. . . . . accordingly." (Official Letter, 1893.)

8. Refusal to pay for damage to school property.

9. Refusal by parents to supply either school books or school materials of any kind—

NOTE.—Managers of Schools in receipt of State aid, whether free Schools or not, have no right to claim payment of any kind from parents for books or school materials as a condition of their children's admission to school. All children have a right to absolutely free education. But the Department cannot compel the Managers of a School which has the right to charge fees under the Act of 1891 to admit children free. If in consequence of such a right being exercised by the Managers any children in a school district cannot obtain free education, the Department will cause free accommodation to be provided in accordance with the Act. (Vice-President of Council in House of Commons, 2nd May, 1893.)

10. Refusal by scholar to apologise for breach of school discipline.

NOTE.—"Adverting to your letter, dated the 3rd instant, I am directed to state that My Lords cannot regard the refusal of the boy to make an apology for his conduct as a reasonable ground for his exclusion from school.

"My Lords do not object to a rule requiring scholars to attend after the ordinary school hours by way of punishment (but not otherwise) provided that the rule is reasonably used.

"A.B. appears to have been detained in pursuance of such a rule, and to have been guilty of a breach of discipline by leaving School without permission.

"It appears to My Lords that breaches of discipline should be met by the ordinary rules for the enforcement of discipline, and that such rules should be sufficient for their purpose; and that breaches of discipline should not be met by requiring apologies from children, and depriving them of education, until such apologies are made." (Official Letter, 12th May, 1893.)

11. Refusal to admit scholar until parent has visited the teacher.

NOTE.—"My Lords are of opinion that the sending home of a child who presents himself for admission to the School, on the ground that the teacher wishes to confer with the parents as to the child's irregular attendance, and making the child's admission conditional on the parent's attendance, is equivalent to a refusal to admit the child, and they are further of opinion that the grounds for such refusal to admit are not reasonable under Article 78 of the Code. The proper course will be for the child to be admitted, and for the teacher, if he desires to speak to the parent, to send a message to that effect by the child after school, or to communicate in some other way with the parent. The child should continue to be admitted to the School, whether the parent is willing to see the teacher or not." (Official Letter, January, 1893.)

12. Refusal on the ground that the child is not five years old.

NOTE.—"My Lords could not consider your Board justified under Article 78 of the Code in refusing admission to children to a school under your Board on the ground that such children were below five years of age." (Official Letter, April, 1894.)

Duty of Local Authority to report cases of refusal to admit.

It is the duty of the local authority (school board or school attendance committee) to report to the Education Department any infraction of the provisions of section 7 of the Elementary Education Act, 1870, in any public elementary school within their district which may come to their knowledge, and also to forward to the Education Department any complaint which they may receive of the infraction of those provisions. (39 & 40 Vict. c. 79. sec. 7.) One of the provisions of section 7 of the Elementary Education Act of 1870, is "the school shall be conducted in accordance with the conditions required to be fulfilled by an elementary school in order to obtain an annual Parliamentary grant" (33 & 34 Vict. c. 75, sec. 7), one of these conditions being, that no child is refused admission on other than reasonable grounds. The practice of the local authorities in carrying out this duty varies. It is the practice of many large school boards, including that for London, to send on to the Education Department *all cases* which are reported to them of refusal to admit. Other local authorities by inquiry or otherwise first satisfy themselves that the refusal to admit is not a "reasonable" one, and then report the matter to the Department.

TEACHERS AND THE FRANCHISES.

Your Votes—When, How, and What to Claim.

When to Claim.—The last dates upon which claims can be handed in to overseers vary. If the claim arises out of ownership of property it must be made *on or before 20th July;* if made as an occupier, *on or before 20th August;* if as a lodger, *on or before 20th August;* but lodgers on the preceding year's list will save trouble

by sending in their claims before 25th July. "*In order to retain their votes, lodgers must send in their claims every year.*"

How to Claim.—You may not be sure whether your name is on the register for this year—and if it is on—you may not be sure as to the division in which it is placed. If this is so, write at once to the overseers asking for information. The division in which the name is placed affects the right of voting to a considerable extent, as will be seen from the following statement:—

Occupiers' List, Division I.—Contains the names of persons entitled to be registered in respect of occupation, both as parliamentary electors and county electors.

Occupiers' List, Division II.—Contains the names of persons entitled to be registered in respect of occupation as parliamentary electors, but *not* as county electors.

Occupiers' List, Division III.—Contains the names of persons entitled to be registered in respect of occupation as county electors, but *not* as parliamentary electors.

On receiving information as to the division of the list in which your name appears, if it is in a division other than Division I., you should read the information given below in order to determine whether your name has been wrongly placed.

If your name is not in the list, or if it is not in the right division, communicate with the overseers early in July, asking for the "form of claim," which suits your particular case, and return it to the overseers on or before 20th July.

On August 1st it is the duty of the overseers to publish the occupiers' list on the door of every church, chapel, and post office in every parish in the district. Inspect this list, and, if your name is missing, either write to the overseers giving notice of your intention to make a claim, or, better still, write to the agent of the political party to which you belong, asking him to deal with the matter for you.

In Which Division Ought my Name to Appear?

The qualifications for the various franchises we give below, and every reader should see that his name is placed in the division to which his or *her* qualification gives a title.

Parliamentary Electors (Men only).

In order to vote at a parliamentary election, a man must possess *one* of the following qualifications. The period of occupying qualification for householders and lodgers is one year, which must be the year immediately preceding 15th July.

"1.—As a householder, he must have lived in the same parliamentary division for twelve months preceding the 15th July, 1900. He may have removed once or more often, but so long as each house occupied is within the division, he is entitled to the franchise in succession. Any person who separately occupies *part of a house*, the landlord *not* residing on the premises, is entitled to be registered.

"*Or*, 2.—As a £10 occupier, he must have occupied for twelve months some land or tenement of £10 clear yearly value.

"*Or*, 3.—As a lodger, he must be twenty-one years old and have occupied rooms in the same house for twelve months. The annual value of the rooms, unfurnished, is fixed by law at £10. A son living at home with his parents may claim, when by agreement with his father he is the sole occupant of a room in the house. Lodgers must claim every year.

"*Or*, 4.—The Service Franchise. Persons who occupy rooms or houses rent free on their employers' property, are entitled to this franchise, provided their employers do not reside on the premises."

The above four qualifications apply equally in boroughs and counties, but in counties there are two additional qualifying conditions:—

"1. As a freeholder, the teacher must have possessed for six months previous to 15th July, 1900, land or house property of the annual value of £2, clear of all expenses.

"2. As a leaseholder, he must have held for twelve months previous to 15th July, 1900, (1) a lease of property worth not less than £50 per annum—the lease being originally created for a term of not less than twenty years; or (2) a lease of property worth not less than £5 per annum—the lease being originally created for a term of not less than sixty years."

County Electors (Men and Unmarried Women).

A person entitled to be registered as a county elector or as a burgess must have fulfilled the following condition:—

1.—Must on the 15th July be, and for the whole of the preceding twelve months

have been, in occupation in the county or borough of property of a nature to entitle him (or her) to be registered. Such property is called "Qualifying Property." It must be either:—

(i.) A house, warehouse, counting-house, shop, or other building, in which case the occupation may be joint or single.

(ii.) Part of a house separately occupied for the purpose of any trade, business, or profession, or as a dwelling.

A person occupying part of a house separately will not be disqualified by reason of being entitled to the joint use of some other part.

SCHOOL PUNISHMENT.

In this chapter we propose to deal with the question of School Punishment. By the Common Law of England no person has a right to inflict upon another bodily injury nor to cause him physical pain. The rights of personal security and liberty are sacred, and if they have been violated either by assault or unlawful restraint, the law provides a remedy in the form of an action. Although the assault may be slight and the restraint only temporary, yet the right to action remains intact. There are, however, certain exceptions to this general rule. There are certain good defences which may be pleaded to an action for assault and battery, as also for restraint of liberty. Among the good defences which may be set up, is the fact that the relationship of master and pupil exists between the parties. Acts which under ordinary circumstances amount to an assault are justifiable and lawful, as where one who hath authority of parent or master gives moderate correction to his child, his scholar, or his apprentice (*Penn* v. *Ward*, 2 Cr. M. & R. 338).

The parent when he places his child in the charge of a schoolmaster delegates to him his parental authority, and the schoolmaster so long as the child remains in his care has the same powers over the child as those which belong to the parent. The parent has the right to inflict moderate and reasonable corporal punishment, the only condition being that it must be administered with a view to the child's welfare, and not for the gratification of either passion or rage. The teacher, so long as he holds authority over the child, is in an exactly similar position. So long as the power of punishment is exercised honestly and reasonably, the law will support either teacher or parent in the exercise of such power. Neither parent nor teacher has the power to punish excessively, nor from any motive but for that of the good of the child.

Lord Chief Justice Cockburn, when giving judgment in *Reg.* v. *Hopley* (2 F. & F. 202), said:—

> "By the law of England, the parent or the schoolmaster, who for this purpose represents the parent and has the parental authority delegated to him, may, for the purpose of correcting what is evil in the child, inflict moderate and reasonable corporal punishment, always however with this condition, that it is moderate and reasonable. If it be administered for the gratification of passion or rage, or if it be protracted beyond the child's power of endurance, or with an instrument unfitted for the purpose and calculated to produce danger to life or limb, in all such cases the punishment is excessive and violent, and is unlawful, and if evil consequences to life or limb ensue, then the person inflicting it is answerable to the law, and if death ensues it will be manslaughter."

The same judge, in his summing up in the case of *Fitzgerald* v. *Northcote* (4 F. & F. 656), said:—

> "The authority of the schoolmaster is while it exists the same as that of the parent; a parent when he places his child with a schoolmaster delegates to him all his own authority so far as it is necessary for the welfare of the child. . . . . It is a case of great importance, for on the one hand it is for the general benefit of society, and especially of its youth, that the authority of those charged with the care of great scholastic establishments should be maintained, and on the other hand it is of equal importance that it should not be exercised arbitrarily. That it has been exercised honestly in this case there can, I think, be no doubt. The question is whether it has been exercised reasonably or unreasonably, and according to your view upon that question your verdict for the plaintiff or the defendant must in the main depend."

With regard to the *mode of punishment*, this question was raised on a case which

was "stated" by a magistrate who had convicted a master of an assault. The case was stated in the following terms:—

> "But I was also of opinion that punishment by caning on the hand, however inflicted, was necessarily attended by risk of serious injury to the hand; that there were methods of corporal punishment quite as available, efficacious, and not necessarily attended by any risk, of which methods, if the appellant had used due caution, one or other would have been substituted by him for that which he adopted, and that for these reasons, caning on the hand, was in the circumstances of the case improper, and ought not to have been inflicted. The question of law submitted to the High Court is whether I was bound by the consideration stated to dismiss the summons."

The case was heard in the Queen's Bench Division of the High Court of Justice before MATHEW and WILLS, JJ., and the conviction quashed. Mr. Justice MATHEW in giving judgment said:—

> "The point for the court was whether according to the law of England, it was criminal for a master to cane a pupil by striking him on the hand. The magistrate stated that the boy deserved the punishment, and he did not attack the right to punish corporally with the view to intellectual stimulation, as the counsel for the respondent had done. It was clear that no injury was caused in that case, and the punishment was properly inflicted. The reason given by the magistrate in paragraph 3 of the case, viz:—'that caning on the hand, however inflicted, was necessarily attended by serious injury,' was not sufficient to justify this conviction. It must, therefore, be quashed. Mr. Justice Wills concurred." *Gardner* v. *Bygrave* (6 T. L. R. 23, also 53 J. P. 743 D.)

That a master is legally justified in inflicting severe punishment for certain offences is also well established. A master was convicted by a metropolitan magistrate of an aggravated assault. There is no doubt that the boy in question had been soundly punished, but it was considered by the master that the offence merited punishment beyond the ordinary character. An appeal was entered against the decision of the magistrate, and it was heard before the assistant judge P. H. Edlin, Esq., Q.C., and a full bench of magistrates, at the Sessions House, Westminster, in July, 1888. The judgment of the court was:—

> "We are of opinion in this case that the conduct of the boy was such as to call for chastisement and even for severe chastisement; and we are of opinion that the punishment administered to him was not excessive, we quash the conviction. We think it of the highest importance, having regard to the duties devolving upon the headmaster of such a school as this, that discipline should not be weakened by unnecessary interference with his authority, and we do not think the appellant has in this case done anything which as a master he should be sorry for after the fullest investigation of the facts in this case. This conviction is quashed."

The most recent leading case is that of *Cleary* v. *Booth* (1893, 1 Q. B. 465; 68 L. T. 349; 57 J. P. 375), which has cleared up a point upon which managers and teachers have long been in a state of uncertainty as to the question of their powers. In this case it was held:—

> "That besides the reasonable authority of a parent or guardian which is delegated to the schoolmaster, the appellant (the schoolmaster) had also the power to inflict corporal punishment upon a pupil for misconduct on the way to and from the school and out of school hours."

BLIND AND DEAF CHILDREN ACT, 1893.

IT is the duty of every school authority to enable blind and deaf children resident in their district, for whose elementary education efficient and suitable provision is not otherwise made, to obtain such education in some school, for the time being, certified by the Education Department as suitable for providing such education. It is the further duty of the school authority either to establish and maintain a school so certified or to contribute, on such terms and to such extent as may be approved by the Education Department, towards the establishment and maintenance of such a school. If it be necessary or expedient, the school authority must make arrangements for boarding-out any blind or deaf child in a home conveniently near to the certified school where the child is receiving elementary education. (56 & 57 Vict. c. 42 sect. 2 (1).)

A List of Schools certified by the Education Department under Section 2 of the Elementary Education (Blind and Deaf Children) Act, 1893, can be obtained on application to the Secretary, Board of Education, Whitehall, S.W.

Circular to School Authorities.

Circular 347.

(Issued by Education Department, April, 1894.)

I am directed to call the attention of School Authorities to the provisions of the Elementary Education (Blind and Deaf Children) Act, 1893 (56 & 57 Vic. c. 42), which came into operation on the 1st of January, 1894. This Act imposes upon School Authorities certain new duties with regard to blind and deaf children, and at the same time confers upon them the powers necessary for the performance of those duties. The object of this Circular is to explain as clearly and succinctly as may be the nature and extent of these duties and powers.

Scope of the Act.

Until the passing of the Act which forms the subject of this Circular, there has been no recognition by the State of any special duty on the part of parents of blind or deaf children in England and Wales to secure for them a suitable education and training. There have been many admirable institutions for receiving afflicted children, supported partly by endowments and partly by the generous help of philanthropic persons, and there have been also some special classes for the blind and deaf attached to schools under large School Boards. Boards of Guardians were empowered to contribute towards the expense of educating blind and deaf children, and their powers in this direction have been freely and even liberally used. But in the case of such children the School Authorities have been practically powerless to compel attendance at School, inasmuch as they have had no power to compel the attendance of an afflicted child at a special School suitable for his instruction or to maintain him when there, and therefore, as he could obviously derive little or no benefit from the ordinary Public Elementary School, the fact of his affliction has hitherto been generally accepted as a reasonable excuse for his non-attendance. The present Act emphasises the duty of the parent of a blind or deaf child to secure for him efficient and suitable instruction, and places the School Authority in a position to provide the requisite school. The Guardians will in future be concerned only with pauper children resident in the workhouse, or in institutions to which they have been sent from the workhouse, or boarded out by them, and with idiot and imbecile children. With these exceptions School Authorities are now responsible for the provision of suitable elementary education for all blind and deaf children in their districts, and full powers are given them for providing it.

A detailed explanation of the more important provisions of the Act is given below.

Definitions.

It will be convenient at the outset to explain the more important of the terms used in the Act. The *School Authority* for the purposes of the Act is the School Board, where such exists, and where there is no School Board, the School Attendance Committee of the Town Council in Boroughs; and in other places the District Council (either Urban or Rural) acting through a Committee appointed for educational purposes. Until the establishment of such District Councils the School Authority in such other places is the School Attendance Committee of the Board of Guardians or Urban Sanitary Authority, as the case may be (Section 4).

The expression *blind*, when applied to a child, means too blind to be able to read the ordinary school books used by children, and the expression *deaf* means too deaf to be taught in a class of hearing children in an elementary school (Section 15). A blind or deaf boy or girl is, for the purposes of the Elementary Education Acts, 1870 to 1891, deemed to be a *child* until attaining the age of 16 years, and notwithstanding anything in those Acts or in the Byelaws all deaf and blind children must attend school till they are 16 (Section 11). The age of compulsion for deaf children does not, however, begin till seven instead of at five as with other children Section 1 (1)).

Duties of School Authority.

The duties of the School Authority are of two kinds. First, they must enforce the law of compulsory school attendance in the case of blind children between 5 and 16, and of deaf children between 7 and 16 (Section 11). The fact that children may be blind or deaf is no longer an excuse for parents not providing elementary education for them (Section 1 (1)), and the fact that there may be no suitable public elementary school within a certain distance is no longer a reasonable excuse for not causing a blind or deaf child to attend school (Section 1 (2)).

Secondly, the duty is laid upon the School Authority to enable blind and deaf children resident in their district to obtain suitable elementary education in some school certified under the Act by the Education Department (Section 2 (1)). This elementary education may include industrial training (Section 15 (1)). Considerable latitude is left to School Authorities in settling the mode in which they shall provide the education required. They may either provide and maintain a certified school or schools of their own or join with another School Authority in providing and maintaining such school, or they may contribute towards the provision or maintenance of a certified school, whether belonging to another School Authority or not. They may also make arrangements, subject to regulations to be issued by the Education Department, for boarding-out children in homes near a suitable certified school (Section 2 (1)). The duty of providing suitable elementary education for blind and deaf children for whose education efficient and suitable provision is not otherwise made, must be performed in one or other of the ways indicated above, except as regards the following classes of children, viz., (*a*) idiots or imbeciles, (*b*) children resident in a workhouse, or in any institution to which they have been sent by a Board of Guardians from a workhouse, (*c*) children boarded out by Guardians (Section 2 (2)). As regards these three classes of children, the powers hitherto exercisable by Boards of Guardians are maintained (Section 13 (1)); but with the last-mentioned exceptions the ordinary powers of guardians in respect of blind and deaf children are repealed as from the 1st July, 1894, except in regard to children actually at that date being relieved in any Institution by a Board of Guardians. These children continue chargeable to the Guardians until six months' notice has been given by the guardians to the School Authority (Section 13 (2)). A School Authority failing to perform their duty under the Act may in the discretion of the Education Department either be declared in default as under the Elementary Education Acts, or may be compelled by an order from the Department to make a payment towards the expenses of any particular child at a certified school (Section 6).

Powers of School Authority.

In order to enable School Authorities to perform the duties laid upon them by the Act in respect of provision of suitable school accommodation for afflicted children, they are empowered to exercise the like powers as may be exercised by a School Board under the Education Acts for the provision of ordinary school accommodation. They may borrow with the consent of the Education Department, either from the Public Works Loan Commissioners or in the open market, and they may combine with other School Authorities in the manner directed by Section 52 of the Elementary Education Act, 1870 (Section 5). Where a School Authority determines, instead of providing its own school, to contribute to a certified school maintained by another Authority, the terms of contribution must be approved by the Education Department (Section 2 (3)), and may, at the discretion of the Department, provide for the representation of the contributing School Authority on the Governing Body of the school (Section 3).

It is not intended that the whole expense of a blind or deaf child attending a certified school shall be borne by the School Authority. The Act provides that the parent of the child shall contribute towards the child's expenses such sum as may be agreed upon between the School Authority and the parent. Failing such agreement, the amount of the parents' contribution is to be settled by a Court of Summary Jurisdiction (Section 9). The expression *expenses*, when used in the Act in relation to a child, is defined to include "the expenses of and incidental to the attendance of a child at a school and of and incidental to the maintenance and boarding-out of the child while so attending and the expenses of conveying the child to or from the school" (Section 15).

*Certified Schools.**

It will be observed that the only schools which School Authorities may themselves maintain or to which they may make payments under the Act are schools certified by the Education Department. These schools will not necessarily be Public Elementary Schools, and the expression *school* when used in the Act includes not only "institutions in which blind or deaf children are boarded and lodged as well as taught," but also "establishments for boarding or lodging children taught in a certified school" (Section 15). These certified schools may receive grants from

* A list of "Certified Schools" may be obtained on application to the Secretary, Education Department, Whitehall, S.W.

the Education Department in respect of the education given by them (Section 12), and certain special conditions must be fulfilled by them. The most important of these conditions for the present purpose are the following. The school must not be conducted for private profit. It must be opened at all times to Her Majesty's Inspectors of Schools and to the School Authorities sending children to it, the Certificate of the Education Department must be renewed annually (Section 7), and if the school is not a Public Elementary School it must in all matters relating to the religious instruction and observances of the children be conducted in accordance with the rules applying to Industrial Schools, which may be modified from time to time as regards certified schools by the Education Department (Section 8 (1) and (2)). The rules applying to Industrial Schools are printed on a separate form (Form 3 B. and D.), which may be obtained on application to the Department. It should further be noted that the Act contains special provisions for the religious liberty of children both as regards the schools which they may be compelled to attend and the homes in which they may be boarded out (Section 8 (3) and (4).

Conclusion.

It may be convenient, in conclusion, to indicate the course which should be pursued by School Authorities in inaugurating the administration of the Act in their districts. The first step should be to ascertain precisely what blind and deaf children are resident in the district and what education they are at present receiving. It should then be ascertained what suitable schools are available in the neighbourhood for those children who are not being efficiently taught, and in view of the facts so ascertained the School Authority should decide whether circumstances render it desirable for them to set up schools of their own, or whether provision should be made for the afflicted children in one or more of the other modes prescribed by the Act. Joint action with other School Authorities in providing the necessary schools will in many cases be found expedient. It will also be desirable that School Authorities should take counsel before definitely determining on any line of action, with the Boards of Guardians who have hitherto been concerned with the education of the blind and deaf children in their districts. My Lords will always be glad to aid School Authorities in overcoming any difficulties which may arise in administering the Act, but it must be borne in mind that they have no power to put a binding interpretation on its provisions. Any such interpretation must rest ultimately with a Court of Law.

MINUTE OF THE COMMITTEE OF COUNCIL ON EDUCATION, DATED 2ND APRIL, 1894, PROVIDING FOR GRANTS ON ACCOUNT OF THE EDUCATION OF BLIND AND DEAF CHILDREN.

Their Lordships having had under consideration the Elementary Education (Blind and Deaf Children) Act, 1893:—

Resolved,—

For each blind or deaf child who has attended a certified school for not less than one month during the school year, grants may be allowed for each complete month of attendance:

(*a.*) At the rate of £3 3s. a year if such child has received with due regularity efficient elementary education other than manual instruction or industrial training, and his attainments are found to be satisfactory, regard being had to his necessary disqualifications.

(*b.*) At the rate of £2 2s. a year if such child has received with due regularity satisfactory instruction and made satisfactory progress in some course of manual instruction or industrial training approved by the Department.

Provided that all returns called for by the Department are duly made by the Managers.

The term "certified school" means a school certified under section 2 of the Elementary Education (Blind and Deaf Children) Act, 1893.

Grants under this Minute are not paid for any child in respect of any period for which grants are paid for the same child under the Code of Minutes of the Department in force for the time being with respect to the payment of the Parliamentary Grant to Public Elementary Schools.

Blind and Deaf Schools.

MEMORANDUM I. (B. & D.)

Manual Instruction or Industrial Training. MARCH, 1897.

The following subjects have been accepted by the Education Department as proper to be included in the "Course of Manual Instruction or Industrial Training," which may be approved under paragraph (b) of the Minute of 2nd April, 1894.

Wood Carving.
Wood-work (Carpentry).
Wood-work (Advanced Sloyd).
Bent Iron-work.
Chair Caning.
Basket Making.
Mat Making.
Gardening.
Tailoring.
Mattress Making.
Shoe Making.
Printing.
Piano Tuning.
Cookery-work (girls).
Laundry-work (girls).
Machine-sewing (girls).
Needlework (girls), if accompanied by Dress-cutting.
House-work (girls), if accompanied by Domestic Economy.
"Suitable occupations" for children over 7, for whom such would be sufficient in an ordinary public Elementary School as a Class Subject.
Knitting of Garments, not confined to Cuffs Socks and Stockings, by Blind Girls, if systematically taught and practised as an Industrial Occupation.
Type Writing.

The above list is not intended to exclude other subjects that may in future be submitted for approval. The "Course" must extend throughout the year, and must occupy not less than four hours each week. The scholars should be taught these subjects in classes by themselves.*

* This rule may be waived as regards deaf scholars in the case of Laundry Work, and the drawing and practical part of Woodwork; and also in the case of Cookery, provided the scholars are previously made familiar in their own school with the names of the chief articles of food, and with the names and uses of the implements employed in the Kitchen, and have practice in actual weighing and measuring, before entering the Cookery Classes.

Circular to H.M. Inspectors.

CIRCULAR 384.

[ISSUED BY EDUCATION DEPARTMENT, 29TH JULY, 1896, TO H.M. INSPECTORS.]

It is proposed to place the certified institutions and other schools for blind and deaf children in your district under your inspection. A list of certified schools is sent herewith upon which those in your district have been underlined.

The schools for blind scholars should, so far as relates to their educational inspection, be inspected and examined in the same way as the Public Elementary Schools for sighted children, except as regards written exercises in the Braille or other type. These exercises may be sent through this Office to the Rev. S. Clare Hill, Chaplain to the School for the Indigent Blind, St. George's Fields, Southwark, for his revision and report.

The schools for deaf scholars are of three kinds: those in which the pure oral system is taught, those in which the manual or sign system is taught, and a few Schools in which a combination of the manual and oral systems are employed. In the first class of schools you will have the assistance of Mrs. Thurstan Holland, and in the two last of the Rev. J. Gilby, both of whom should be addressed at this Office.

The months in which the schools are annually visited are February, March, April, May, and June, and the experts above mentioned will receive directions to give you notice at least six weeks beforehand of the date most convenient to them for the visit, and to make such arrangements with you as will enable them to carry out their round of inspection with the least possible expense to the public service.

The Building Rules, which have been drawn up for these schools, are useful as a general guide to the proper conditions of the life of the children, but are not imperative, except in the case of buildings to be erected in future.

Copies of those Rules and of the Forms used in the inspections, and of the Act relating to deaf and blind children, are enclosed. A supply of Forms will be sent to you on application.

Any doubtful points in regard to the inspection of these schools may be referred to the Senior Chief Inspector, and your reports of your first inspections should be forwarded to the Department through him.

FORM 17A (B. & D.)

[ISSUED BY EDUCATION DEPARTMENT TO CORRESPONDENTS WHEN FORWARDING ANNUAL REPORT ON BLIND AND DEAF SCHOOL].

The Report of H.M. Inspector upon this School has been examined, and payment of the Grants allowed, according to the following Schedule below, will be made in the course of a few days.

Their Lordships' decision as to the amount of the Grants to be paid, the Report of H.M. Inspector, and any remarks contained in this Form, should be at once communicated to the Managers, and to all persons whom they may concern.

If the Grants allowed are found, upon audit, to involve over-payment, the excess, if not sooner repaid, will be stopped from the next year's Grant.

☞ You are requested, unless there are special circumstances to explain, *not* to write any letter in reply to this present communication between the receipt of it and the arrival of the payment.

Number of Months of period for which Grant is claimable, if more or less than 12.

SCHEDULE OF GRANTS.

	£	s.	d.
Grant under paragraph (*a*) of Minute of 2nd April, 1894 ... (complete months of attendance at rate of £3 3s. a year).			
Grant under paragraph (*b*) of above Minute ... ... (complete months of attendance at rate of £2 2s. a year).			
Total sum payable ... £			
Deduct for Teachers' contributions to Deferred Annuity Fund:			
{ Men ,, ,, } { Women ,, ,, }			
Net sum payable ... £			

AN "OMNIBUS" CHAPTER.

Meetings of School Boards. The Education Acts prescribe certain regulations with regard to the meetings of School Boards and the transaction of the business at such meetings. The regulation which most affects the relation of the Board with its teachers is as follows:—

No business involving the appointment or dismissal of a teacher, any new expense, or any payment (except the ordinary periodical payments), or any business which under this Act requires the consent of the Education Department, shall be transacted unless notice in writing of such business has been sent to every member four days at least before the meeting. (36 & 37 Vict. c. 86 sch. 3 [g.].)

Transfer of Voluntary School to Board. The following conditions are necessary before the transfer of a Voluntary School to a School Board can be legally effected:—

(1) The consent of the Education Department must be obtained.

(2) The consent of two-thirds of the subscribers present, and voting on the question at a meeting summoned for the purpose.

The Board and the Managers may enter into arrangements for the conveyance of the school-house, or the transfer of an endowment, if such exist. (33 & 34 Vict. c. 75 s. 23.)

Defaulting School Boards. There are several conditions under which a School Board may be declared "in default." Failure to supply public school accommodation, failure to enforce attendance, and failure to make bye-laws are the principal. The Education Department can not only dissolve the defaulting Board and appoint new members, but can remunerate these new members out of the School Fund. (33 & 34 Vict. c. 75 s. 63.)

Voters at School Board Elections. "In a parish which is not situate in the City of London or in a borough, other than the Borough of Oxford, the book containing the last rate made for such parish more than one month previously to any date shall be the register of the ratepayers entitled to vote in such parish at that date; and every ratepayer whose name appears in such rate-book shall be entitled to vote unless he is disqualified for voting, and no person shall be entitled to vote whose name does not so appear." (36 & 37 Vict. c. 86 sch. 2 (c).)

School as Election Committee Room. The Corrupt and Illegal Practices Prevention Act provides that: "The premises of any public elementary school in receipt of an annual Parliamentary grant, or any part of such premises, shall not be used as a committee room for the promoting or procuring the election of a candidate at an election, and if any person hires or uses any such premises or any part thereof for a committee room, he shall be guilty of illegal hiring, and the person letting such premises or part, if he knew it was intended to use the same as a committee room, shall also be guilty of illegal hiring." (46 & 47 Vict. c. 51.)

Candidates for School Board. The only qualification necessary for a candidate for election as a member of a School Board is that of "full age." Males, females, lodgers, householders, residents and non-residents, are equally eligible. A person, may, however, be disqualified by reason of bankruptcy, conviction of "corrupt practices" at an election, or from the fact that he forms part of the school staff. The recognised teachers employed in any school form the school staff.

Schoolmasters as Jurymen. A schoolmaster is not by virtue of his office exempted from serving as a juryman.

Use of School Premises. The Department have notified that it is not their duty to decide for what purposes schools may be used out of the ordinary school hours. "Subject to the proviso that the premises be not so used at such times as to unfit them in any way for use as public elementary schools, it is for the Managers to decide of the propriety of their use in any way."

Teacher as Registrar of Births and Deaths. The Education Department has been appealed to as to whether a teacher can be allowed to undertake the office of Registrar of Births and Deaths. The following is the text of the reply received from my Lords:—

"It is the Board who employ Mr. ———, and they must determine whether the acceptance of the post in question would be compatible with the due performance of his work in school. The Education Department will confine themselves to ascertaining that the requirements of Art. 85 (*e*) are fulfilled, and that the teacher obtain satisfactory certificate from the Board, and a satisfactory report from the Government Inspector."

Teachers cannot be Members or Officers of School Boards. A teacher on the recognised staff of any elementary school, board or voluntary, cannot be a member of a school board, neither can he hold any paid office (outside that of a teacher) under any school board. This prohibition does not refer *only* to the board under which he works, but to *all* school boards. It does not however apply to "superintendents or secretaries of evening schools under school boards."

"My Lords would offer no objection to the employment of a schoolmaster by the Clerk to a School Board to assist him in clerical work. But such schoolmaster would not be recognised by the Department as an officer of the Schoo Board. Any

question as to his remuneration out of the rates would be one for the auditor." (Section 60 of the Elementary Education Act, 1870.) (Official Letter, April, 1893.)

Disturbance by non-Scholars near School premises. Occasionally teachers are annoyed by shouting and other noisy demonstrations, by youths or others not attending the school, outside the premises, and sometimes in the playground. It is open to the teachers to write a suitable letter of complaint to the District Superintendent of Police, asking for the presence of a police constable outside the premises at such times as the disturbance is wont to occur; such presence on two or three occasions would probably suffice to put an end to the annoyance.

Form 9 Savings Bank Queries. The questions on Form 9 as to the number of children having accounts in their own names in the Post Office or other bank, and the amount deposited in banks other than the one at school, are not to be considered as applying to any other savings than those which have first been made in the school bank, and then transferred to the bank with which the school bank is connected. The teacher is not expected to question the children as to savings by agencies of which the teacher has no official knowledge.

Franchise for election of County Councillors. Teachers occupying school houses have a right to vote at Parliamentary elections under what are technically known as the "Service Franchise" provisions. The Local Government Board have stated that "The intention of the Local Government Act was that the franchise for the election of County Councillors should be the same as that for the election of Town Councillors in Municipal Boroughs." (Letter to the National Union of Teachers, 1889.) This franchise differs in several respects from the Parliamentary franchise. At a Municipal election persons are not legally entitled to vote in respect of the "Service Franchise," and this is also true of a County Council Election.

Training College Successes in Science Examinations. "A second class success in the Advanced Stage of a Science subject at an examination held by the Science and Art Department, at a Training College prior to 1890, or a second class success in a subject before the division into Stages qualifies the person who obtained it to earn payments from the Department on the results of his instruction in that subject, whether he has or has not taught the subject previously." (Official Letter to Secretaries of School Board for London Science Classes, 23rd Sept., 1891.)

Teachers as Members of Technical Instruction Committees. A Local Authority (or the Committee to which it delegates its authority under the Technical Instruction Act, 1889), or a School Board (see § VII. sections *a* and *b*, p. 3) may appoint Managers consisting wholly or partly of members of their body, and may delegate the duties of superintendence and management of the School to such Managers, provided that those of them who are not members of the Local Authority (or of the Committee to which it delegates its authority), or of the School Board, are such persons as do not, except with the express sanction of the Department, come within the following categories:—Candidates for examination by the Department or their teachers in any subjects; relatives of teachers under the Department; teachers of schools which have candidates for examination; and teachers of schools receiving Government grants. (Science and Art Directory, 1898.)

Teachers as Town Councillors. The Education Department hold that so long as a teacher's duties as Town Councillor do not interfere with his responsibilities as a school teacher, he is at liberty to combine the two offices.

Sloyd. Teachers wishing to attend a Nääs "Course" should make application for Forms. Full information can be obtained from Mr. J. Cooke (Secretary of the Sloyd Association), 131, Percy Road, Shepherd's Bush, London. A preliminary selection is usually made in Easter week, and the final result sent from Sweden direct, about a fortnight later.

Army Schoolmasters. Instructions for the guidance of candidates for admission to the Army as schoolmasters, and for admission to the Duke of York's Royal Military School, and the Royal Hibernian Military School, as Pupil Teachers can be obtained gratis, on application to the Director of Army Schools, Winchester House, St. James's Square, London, S.W.

Aid to Pupil Teachers' Central Classes. Query submitted to the Science and Art Department by "N.U.T." January, 1895.—Is it lawful for County and County Borough Councils to make payments in aid of Central Classes or Schools for Pupil Teachers employed in public Elementary Schools, in view of the fact that at such Classes or Schools instruction is given in Household Sewing and Cutting-out, Singing and Musical Notation, Modern Languages, and the Science and Art of Teaching—subjects already sanctioned by the Science and Art Department as subjects of Technical Instruction under the Acts of 1889 and 1890?

Answer by the Science and Art Department.—"There is apparently nothing in the Technical Instruction Acts to prevent a Local Authority from making grants to Central Schools or Classes, in aid of the instruction in technical subjects of Pupil Teachers employed in Elementary Schools."

Exhibitions for Queen's Scholars. Query submitted to the Science and Art Department by "N.U.T." January, 1895.—Is it lawful for County and County Borough Councils to establish Exhibitions tenable by Queen's Scholars at Day Training Colleges and the Universities; the Exhibitions to be awarded upon competitive examinations in the Science and Art of Teaching, to candidates coming from the district administered by the Council offering the Exhibitions?

Answer by the Science and Art Department.—"A Local Authority may legally award exhibitions on a competitive examination in the 'Science and Art of Teaching,' if the subject has been sanctioned for the particular district by a Minute issued in accordance with Section 8 of the Technical Instruction Act, 1889, but it appears to the Department that the Local Authority would not be justified in making such Exhibitions tenable by Queen's Scholars at Day Training Colleges and the Universities for the purpose of giving the scholars a general education. Section 8 of the Act states that 'technical instruction' shall not include 'teaching the practice of any trade or industry or employment.'"

Can this Code be supplied to Members of School Boards? On the 1st of May, 1896, the Local Government Board wrote respecting the supply to Members of School Boards of copies of the annotated edition of the Day School Code and instructions to Inspectors of the Education Department. They state "that the Board's general view as to the supply by Local Authorities of books or periodicals relating to their office is that when such books contain information which is of assistance to the Authority in the discharge of their duties, a copy, or a reasonable number of copies, may be purchased for the use of the Authority. The Board do not consider that any Local Authority are justified in purchasing copies of any books or periodical for the personal or private use or information of each Member of the Authority, nor would they regard as reasonable the purchase of such a number of copies by the Authority as would enable each Member to have a copy for his personal use."

Education Department Library. The Reference Library of the Education Department is open to readers daily at 43, Parliament Street, S.W., from 10 a.m. to 5 p.m. (Saturdays to 2 p.m.), except on the days on which the Department is closed—viz., New Year's Day, Good Friday, Easter Eve, Easter Monday, the Queen's Birthday, Whit Monday, three days at Christmas, and any other days that may from time to time be fixed as public holidays.

The Library contains foreign and other official reports on public education and copies of British and foreign educational newspapers and magazines. The greater part of the English and foreign works on pedagogy and educational administration, formerly kept at the South Kensington Museum, have been transferred to, and

amalgamated with, the Library of the Education Department; but the books on Natural Science, as well as the general section of the Library and the works of reference needed by students preparing themselves for examinations, remain, as heretofore, in the Science Library at the South Kensington Museum.

Art Examinations of Pupil Teachers and Ex-Standard Scholars. Pupil teachers and ex-standard scholars can only be examined in drawing at the General Art Examinations held by the Department of Science and Art in April, May, or June. Consequently pupil-teachers must attend the evening Science and Art Examinations to be held in April and May, or the day examinations in June. The time-tables and rules for these examinations will be supplied on application to the Secretary, Board of Education, South Kensington, S.W. In the case of the April and May examinations, "external students"—which term covers most of the pupil teachers—must apply before 8th March to the Secretary of the nearest Special Local District, or to the Secretary of the Managers of the nearest school where an examination in the subject they require will be held.

Home Lessons. Replying to a correspondent on the subject of home lessons, the Education Department state that they are "of opinion that home lessons for elder children, under reasonable regulations, are beneficial, and deserve encouragement. Children who do not conform to the rule cannot be expected to make the same progress or be classed in the same standard as children who do home lessons." (September, 1899.)

Do you wish to raise money for "The Charities," for "Prizes," for School Libraries, &c.? If so, then try one of the following

Cantatas, Operettas,

&c., &c.

"MISFITS"; or, Strange Adventures in a Waxwork Show. (*Just Published.*) A New Humorous Operetta. Words by W. VERE MINGARD. Music by F. W. FARRINGTON. Old Notation, 6d.; post-free, 7d. Words only, 2d. each; or 1s. 6d. per dozen.

THE FUN OF THE FAIR. An entirely New and Novel Humorous Cantata and Variety Entertainment. Libretto by *A. B. COOPER.* Music by MARKHAM LEE. Old Notation, 1s. 6d. Words only, 2d.; or 1s. 6d. per dozen, post-free.

BRITANNIA, QUEEN OF OCEAN. A Patriotic School Cantata. Words by A. B. COOPER. Music by J. N. CULLINGFORD. Complete, with Music, Old Notation, 1s. 6d. Sol-fa, 6d. Words only, 2d.; or 1s. 6d. per dozen, post-free.

FATHER TIME AND HIS CHILDREN. A Cantata. Words by W. R. RICHMOND. Music by F. J. KNAPP. May be performed by Boys and Girls alone, or both together. Old Notation, 1s.; Sol-fa, 6d. Words only, 2d.; or 1s. 6d. per dozen.

THE ENCHANTED VALLEY. An Original and Fanciful Children's Operetta. Libretto by LOUIS B. TISDALE. Music by A. L. VINGOE. No Scenery required. Complete, with Music, Old Notation, 1s. Words only, 2d.; or 1s. 6d. per dozen.

TIME'S HOUR GLASS. Simple Cantata. By TOM PIERCE COWLING. Old Notation Edition. Words and Music complete, post-free, 6d.

SANTA-CLAUS. A Children's Operetta. Written and Composed by WILLIAM C. ELLIS. Complete, with Music, Old Notation, 6d. Words only, 2d.; or 1s. 6d. per dozen, post free.

MR. NOBODY. An Original and Fanciful Children's Operetta. Libretto by LOUIS B. TISDALE. Music by A. L. VINGOE. No Scenery required. 1s. Words only, 2d.; or 1s. 6d. per dozen, post-free.

CINDERELLA. Children's Play. Words and Music (both Notations) complete, post-free, 10d.

MINSTREL MELODIES. Ten Original Plantation Songs for Juvenile Performers. Words by W. VERE MINGARD. Music by F. W. FARRINGTON. Both Notations, post free, 1s.

FAIRY FAY. Children's Operetta. Written and arranged by T. J. JENKINS, L.C.P. Music by G. C. SPANNER. Complete with Music, 6d.

THE TONIC SOL-FA CLASS. A Comical Musical Medley. Price 6d., post-free, 6½d.

MORNING SCHOOL. Operetta for Boys and Girls. Words by T. J. JENKINS, L.C.P. Music by G. C. SPANNER. Words and Music, both Notations, complete, 6d.

SELECTIONS FOR SCHOOL ENTERTAINMENTS,

Consisting of RECITATIONS, DIALOGUES, DEBATES, &c., all of which have been tested and proved successful.

Twelve parts. Each Number, post-free, 2½d.; or the Twelve, post-free, for 2s.

A Specimen Copy of any of the above Cantatas, &c., will be sent, post-free, for the published price, by writing to

Mr. W. SHELLARD LATHAM, "The Schoolmaster" Office, 3, Racquet Court, Fleet Street, London, E.C.

The Teachers' Benevolent and Orphan Funds.

In Connection with the National Union of Teachers.

OFFICES: 71, RUSSELL SQUARE, LONDON, W.C.

PATRON—H.R.H. THE DUKE OF YORK.
PATRONESS—H.R.H. THE DUCHESS OF YORK.

OBJECTS OF THE FUNDS.

TO SOFTEN SORROW.
TO RELIEVE DISTRESS.
TO ALLEVIATE PAIN.
TO FIGHT DISEASE AND DEATH.

TO SUCCOUR THE FATHERLESS.
TO SUSTAIN THE WIDOW.
TO COMFORT THE AFFLICTED.
TO CHEER THE EVENTIDE OF LIFE.

HOW THESE OBJECTS ARE CARRIED OUT.

I.—ANNUITIES are granted to Teachers Permanently Incapacitated, and to the Widows of Deceased Teachers.

Amount Spent 1899, £2,041.

II.—TEMPORARY HELP is extended to Teachers who are Broken Down in Health, or suffering from Sudden Bereavement or other emergency.

Amount Granted, 1899, £1,733.

III.—LOANS are Granted on Easy Terms of Repayment to Teachers in Temporary Financial Difficulties.

Amount Granted 1899, £440 10s.

IV.—LETTERS OF RECOMMENDATION to various *HOSPITALS* and *CONVALESCENT HOMES* are granted.

DURING 1899 SEVENTY LETTERS WERE GRANTED TO TEN HOSPITALS AND THREE CONVALESCENT HOMES.

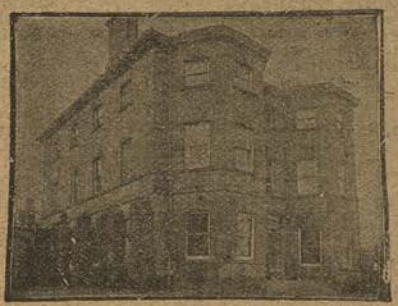
(For continuation, see page 207.)

The Teachers' Benevolent and Orphan Funds.

(Continued from page 206.)

V.—Two Orphan Homes have been provided for the Little Ones who have been left Fatherless.

Boys' Orphanage, Passmore Edwards House, Sydenham, London.



Girls' Orphanage, Page Hall, Sheffield.

In these two Homes 72 Children are Maintained, Clothed, and Educated. Cost, 1899, £1,792.

VI.—Home Allowances of 5s. per week are granted to Orphans who cannot enter the Homes.

During 1899, 154 Children received £1,839.

FURTHER HELP IS URGENTLY NEEDED.

J. H. YOXALL, *Secretary.*
W. BICKERTON, *Assistant Secretary.*

JOHNSTON'S OBJECT LESSON PICTURES.

36s. for any 12 assorted. Single Prints 3s. 6d. each.

BOTANY FOR BEGINNERS. 6 Sheets.

1. Roots. 2. Stems. 3 and 4. Leaves. 5. Flowers. 6. Fruits and Seeds.

FAMILIAR SCENES.

Balloons, Divers, Farm Yard, Fire Engine, Fishing Village, Harvesting, Haymaking, Lifeboat, Lighthouse, Post-Office, Railway Station, Sailing Ships, Seaside, Snow Scene, Steam Ships, Street Scene, Waterwheel, Windmill.

HISTORICAL CELEBRITIES.

Queen Victoria, Scott, Shakespeare, Raleigh, Nelson, Wellington.

HISTORICAL AND FAMOUS SCENES.

Windsor Castle, Edinburgh, Pyramids, Forth Bridge, Tower of London, Venice.

NATURAL HISTORY.

Albatross.
Anemones, Corals.
Ants.
Apes and Monkeys.
Bats—Vampire and Flying Fox.
Beaver.
Bee.
Beetles.
Birds, British Swimming.
Birds, Small British—Blackbird, Bull-finch, Chaffinch, Goldfinch, Linnet, Nightingale, Robin, Skylark, Sparrow, Starling, Swallow, Thrush, Titmouse (Blue), Titmouse (Long-tailed), Wagtail, Wren, Wren (Golden-crested), Yellow-hammer. (One Sheet)
Brown Bear.
Buffalo, American.
" African.
Butterflies and Moths.
Capercailzie.
Cat.
Chimpanzee.
Condor.
Cow.
Crab, Lobster.
Crocodile.
Cuttle-fish, Snail, Oyster.
Deer, Red.
Dog.
Donkey.
Dromedary.
Duck. Wild or Mallard.
Eagle.
Elephant.
Fish, Flat.
" Round.
Flamingo.
Fowls—Cock, Hen, and Chickens.
Fox.
Frogs.
Gazelle.
Giraffe.
Goat.
Goose—Gander and Goslings.
Grouse, Red.
Hare.
Heron.
Hippopotamus,
Horse.
Hyæna.
Kangaroo.
Kingfisher.
Leech, Trichina, Tapeworm.
Leopard.
Lion.
Mole, Rat, Musk-Rat or Musquash. Hedgehog.
Others in Preparation.
Oriole, Weaver-Bird.
Ornithorhynchus.
Ostrich.
Owls—Snowy Owl, and Barn Owl.
Parrots.
Peacock.
Pig.
Pigeons.
Polar Bear.
Rabbits.
Raven.
Reindeer.
Rhinoceros.
Salmon, Sly Silurus.
Scorpion, Tarantula, Spider.
Seal.
Serpents.
Shark.
Sheep.
Silkworm.
Squirrels.
Stork.
Swan.
Tiger.
Turtle, Green, Tortoise.
Whale.
Wolf.
Zebra.

Teachers and others ordering will please quote W. & A. K. Johnston's name in full.

PHYSICAL PHENOMENA.

Avalanche, Earthquake, Geyser, Glacier, Iceberg, Mirage, Prairie on Fire, Rainbow, Volcano, Waterfall, Waterspout, Whirlpool.

THE SEASONS.

Spring, Summer, Autumn, Winter.

TRADES.

Baker, Blacksmith, Bookbinder, Brewer, Builder, Butcher, Candlemaker, Carpenter, Coalminer, Gasmaker, Glassmaker, Grocer, Hatter, Laundress, Papermaker, Printer, Shipbuilder, Shoemaker, Slate Quarryman, Tailor, Typefounder.

PLANTS OF COMMERCE.

Coffee, Cocoa, Cocoanut, Cotton, Orange, Pepper, Potato, Rice, Sugar, Tea, Wheat.

TREES.

Apple, Ash, Beach, Chestnut, Cork, Elm, Fir, Holly, Oak, Pear, Walnut.

TYPES OF NATIONS.

Australian Aborigines, Chinese, Esquimaux, Hindoos, Negro, North American Indian.

Illustrated Object Lesson List and Complete Catalogue will be sent free on application.

W. & A. K. JOHNSTON, Geographers to the Queen, Educational and General Publishers, Edina Works, Easter Road, and 20, South Saint Andrew Street, Edinburgh; 5, White Hart Street, Warwick Lane, London, E.C.

FORM 8.

NOTICE OF INSPECTION AND EXAMINATION ISSUED BY THE EDUCATION DEPARTMENT TO THE MANAGERS OF SCHOOLS WHERE ANNUAL VISIT IS NOT OMITTED.

I have the honour to forward to you the accompanying Forms, and to state that:—

1. Your School will be inspected during the month entered on the Managers' Return (Form 9 (or 9B)). H.M. Inspector will inform you of the day on which he will make the inspection. In the meantime I have to beg the favour of your filling up and forwarding the enclosed Form (8 M.) to him by name, as addressed, at your earliest convenience, and if possible *by the next post.*

If any Scholars attend school under any Half Time arrangements (Code, Articles 11 and 12 *b*) it will be convenient if *all* can be present on the day of examination *at the same time;* and they *must* be so if they are not at work on the day of examination.

2. Before H.M. Inspector *begins to inspect the School* he will require to see the LOG BOOK; with the PORTFOLIO; the REGISTERS, CASH BOOK* and VOUCHERS* (Article 23); the Pupil Teachers' MEMORANDA OF AGREEMENT (Article 36), and the Text Books, Note Books, and Exercise Books used by the Pupil Teachers. All these documents should be brought to the schoolroom before his arrival, and be in readiness to be shown to him when called for.

3. Managers of Schools who desire to have their Pupil Teachers examined in *Drawing* must make their arrangements for the purpose, if they have not already done so, by writing to the Department of Science and Art, South Kensington, London, S.W.

4. If singing is taught in the School by ear, H.M. Inspector will wish to be furnished, on the day of inspection, with a list of (1) not less than **3** songs for the Infants, and (2) of not less than **5** songs for the older Scholars. He will hear one or two of these sung (1) by the Infants, and (2) by at least *two-thirds* of the older Scholars present at his visit. *See* Articles 98 *d* and 101 *d*. Separate Instructions with respect to the examination when singing is taught from notes are contained in the Revised Instructions, Appendix IV.

5. In an Infant School or Class a list must be made, and submitted to the Inspector, of Scholars falling under Article 99 *d*, if any such are presented. If any Scholars are presented as Half Time Scholars (Article 11) in respect of whom the Managers claim the benefit of Article 12 *b*, the enclosed Form (62) must also be carefully filled up.

6. The following particulars respecting plans intended for adoption should be written out in the Log Book at the beginning of the School Year, or of the Educational year, where such year does not coincide with the School Year, and submitted to the Inspector for his approval and signature:—

(*a*) A list of Object Lessons for use in the Infant School or class (Article 98 (*b*)).

(*b*) A list of the poetical extracts selected for recitation in the several classes in English (Article 101 (*a*) (iii).

(*c*) Any scheme for grouping the Scholars for instruction and examination in Class Subjects (Article 101 (*e*) (viii), and Schedule II. of the Code); and the Scheme for teaching Class Subjects to Standards I., II., and III. by means of Object Lessons (Article 101 (*e*) (iv)).

(*d*) Any scheme other than one of those set out in Schedule IV. of the Code for teaching a Specific Subject.

7. The scholars will be examined as a rule by sample (Article 101 (*a*) (vii)).

8. You will observe that no form of *duplicate examination schedule* is sent on this occasion. If any of these forms are required for scholars now attending your school whose parents wish them to be examined at the approaching inspection with a view to their obtaining Labour Certificates, I am to request you to apply to the

* Cash Book and Vouchers are not required to be produced in the case of Board Schools.

Department in a letter stating the number of children for whom such certificates are desired.

9. All candidates for admission to the next Queen's Scholarship Examination should be presented to H.M. Inspector, with a view to his reporting upon their Teaching, Reading, and Recitation.

10. All Acting Teachers, desiring to present themselves at the next Certificate Examination, should also be presented to H.M. Inspector with a view to his reporting upon their Teaching, Reading, and Recitation in accordance with Articles 57 (i) (*b*) and 57 (ii) (*b*) of the Code.

FORM 8 S.

NOTICE ISSUED BY BOARD OF EDUCATION TO MANAGERS WHERE ANNUAL VISIT IS OMITTED.

I have the honour to forward to you the accompanying Form 9 (or 9 B), and to request that you will fill it up and forward it to **H.M. Inspector*** immediately on the completion of the School Year.

1. In place of the annual visit, one or more visits, which will usually be without notice, will be paid. At any such visit the Inspector may require to see the LOG BOOK; with the PORTFOLIO; THE REGISTERS; CASH BOOK† and VOUCHERS† (Article 23); the Pupil Teachers' MEMORANDA OF AGREEMENT (Article 36), and the Text Books, Note Books, and Exercise Books used by the Pupil Teachers. All such Documents should be forwarded to him, if he should require to see them, at the close of the School Year.

2. If you have Scholars receiving instruction in Specific Subjects, or in Cookery, Laundry Work, Dairy Work or Cottage Gardening, and the necessary Schedules should not be enclosed herewith, I am to request you to apply at once to the office for such Schedules in a letter stating the number of such.

3. Managers of Schools who desire to have their Pupil Teachers examined in *Drawing* must make their arrangements for the purpose, if they have not already done so, by writing to the Board of Education, South Kensington, London, S.W. (*See* Schedule III. (A) of the Code, pars. 5 and 8.)

4. The Syllabus of Instruction required by Article 101 (*a*) (ii) of the Code for 1900 should be written out in full at the beginning of the School Year, or of the Educational Year, where such year does not coincide with the School Year. This Syllabus must be in accordance with the provisions of Article 15 (*a*) and (*b*), and it must be kept at the School, in order that it may be produced to the Inspector at his visit. A Summary of the Syllabus should also be drawn up and written in the Log Book, and a copy of this Summary should be sent by post to the Inspector.

5. All Candidates for admission to the next Queen's Scholarship Examination should be presented to H.M. Inspector at his next visit, with a view to his reporting upon their Teaching, Reading, and Recitation.

6. All Acting Teachers, desiring to present themselves at the next Certificate Examination, should also be presented to H.M. Inspector at his next visit with a view to his reporting upon their Teaching, Reading, and Recitation, in accordance with Articles 57 (i) (*b*) and 57 (ii) (*b*) of the Code.

7. In every case the date should be stated by which Candidates for the Queen's Scholarship Examination or the Certificate Examination will be prepared to perform their Exercises of Teaching, Reading, and Recitation.

8. Certificates of health for Candidates, Pupil Teachers and Teachers who have not before been recognised under Art. 51 or Art. 68, and whose recognition under those Articles is now desired, should be sent to H.M. Inspector with the Form 9 (or 9 B).

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* Letters and forms for Her Majesty's Inspector should be addressed to him by *name* at the Board of Education, Whitehall. Only in very exceptional cases should communications be sent to the Inspector's private address, and in all such cases *the postage must be prepaid.*

† Cash Book and Vouchers are not required to be produced in the case of Board Schools.

FORM 9. (FOR VOLUNTARY SCHOOLS.)

No. _____

_____ School. Census District No. _____

(1) School Board or School Attendance Committee. (2) Borough, Parish, United School District, Union, or Urban Sanitary District.

District of the County Council of _____

Borough, Parish, Township (or other place for which a separate poor-rate is or can be made) of _____; District of the (1) _____ of the (2) _____

RETURN for the year ended _____ 1900. Visit due in 1900.

* Fill up (D1) or (D2) according to circumstances if a claim is made under Article 104 or 105. No entry to be made if the number amounts to 500 or upwards.

In (D1) "School District" means Municipal Borough, Civil Parish, extra Municipal part of Civil Parish, or United School District, as the case may be.

When a grant is claimed under D2 an Ordnance map showing the position of the School, and of other Schools (if any), available for the population, must be produced to the Inspector, together with a house-to-house census of the population within two miles by the nearest road from the School.

I. We hereby certify,—

(A.) That this School is, and will during the year ending the 1900, be conducted as a Public Elementary School within the meaning of the Elementary Education Act, 1870 (section 7).

(B.) That the School, having been used under Section 6 of the Ballot Act, 1872, for an Election, or under any other Statutory power, did not meet, on that account, on the following days:—

(C.) That the School Registers and Books of Account have been so kept as to leave no doubt respecting the accuracy of the entries in this Form that are taken from them, and that all other particulars contained in this Return are true to the best of our belief.

(D1.) *That the population of the School District in which the School is situate, is* _____ souls, and that there is no other Public Elementary School recognised by the Department as available for the children of that District.*

(D2.) *That the population within two miles by the nearest road from the School is* _____ souls, and that there is no other Public Elementary School recognised by the Department as available for the children of that population.*

N.B.—Under (D2) the population, whether within the parish or not, is to be counted.

(E1.) *That the School has fulfilled the conditions of the Elementary Education Act, 1891, during the past School year.*§¶

(E2.) *That the School will fulfil the conditions of the Elementary Education Act, 1891, during the year ending the* 1900.§

N.B.—The Inmates of a Workhouse, Barrack, Prison, Convent, Reformatory, District School, Boarding School, Almshouse, or other Public Institution may be deducted from the population of the School District, excepting in so far as the inmates or inside *employés* of the Institution contribute towards the School population. Outside *employés* must in all cases be included. Where deductions are made a separate paper must be filed with this form shewing the total population of the School District, the number deducted, and the reason for the deduction.

_____ _____

this _____ day of _____ 1900.

† School Managers.

II. If there has been any change of Principal Teachers during the past year, state, in each case:—

	Boys' School.	Girls' School.	Infants' School.
(a) The name in full of the *late* Teacher			
(In cases where more than one change in the same department has taken place, and where a Teacher, therefore, has both taken charge and left in the course of the year, the dates both of taking charge and of leaving should be entered.)			
(b) Whether certificated			
(c) Whether the Managers were satisfied with such Teacher's character, conduct, and attention to duty. The cause of dissatisfaction (if any) should be stated. *If absent during any part (except vacations) of the ordinary school year, or if duties have been discharged by deputy, the particulars (with exact dates) should be stated.*			
(d) The exact date at which he (or she) ceased to have charge of the School			
(e) The exact date at which the *new* Teacher took charge of the School..			
(f) Whether such new Teacher produced satisfactory testimonials of his (or her) Moral and Intellectual fitness .. .. In examining testimonials the last date should be observed, and *copies* only should not be accepted			

III. Are the children taught to sing

By ear?			
Entirely by Staff Notation?			
Entirely by Tonic Sol-fa Notation?			
By Tonic Sol-fa in lower Standard (I.-IV.) and Staff in upper Standards (V.-VII.)?			

† This return should be signed by at least a majority, where no other quorum is specified, of the qualified Managers. Trust Deeds (if any exist) should be brought under notice upon these occasions, and the safe custody of them verified. Vacancies in the number of Trustees or Managers should be noticed, and means taken to supply them. *In addition* to these signatures, the Treasurer, the Auditor, and the School Teachers must sign their names *ex officio* at pp. 3, 6, 7, and 8.

If the persons qualified to sign, under section I., *as School Managers*, are fewer than *three*, the Churchwardens and Overseers of the Parish, one or two neighbouring Magistrates, or other known and responsible persons, likely to remain connected with the neighbourhood, should be applied to.

§ If the School Managers have not accepted the Fee Grant these clauses should be struck out.

¶ Insert the date at which the School began to fulfil the conditions of the Elementary Education Act, 1891, *if after the beginning of the School year.*

N.B.—Qualified Certificates, or any needful supplementary statement, for which there is not room in the columns, should be separately written and filed herewith. An entry should, in that case, be made in the column, "See Separate Paper A, B, &c.," and the filed paper should be marked with the same letter.

IV. ACCOUNT OF THE INCOME AND EXPENDITURE OF THE _____

SHOWING THE AMOUNTS ACTUALLY RECEIVED

INCOME.	£	s.	d.
Balance on 1900 (if in hand)			
1. Annual Grant from Board of Education (*inclusive of deductions for contributions under the Elementary School Teachers (Superannuation) Act*, 1898)			
Fee Grant ,, ,, ,, ...			
Aid Grant ,, ,, ,, ...			
2. Net Annual Income from Endowment *Specify Charitable Trusts and Foundations by name.* (*a*) Inalienable from the School or from Education, viz. :—From			
(*b*) Alienable from the School and also from Education, viz. :—From			
3. Voluntary Contributions .. (*a*) of Private Individuals			
(*b*) of Societies * ‖			
4. Collections in Churches, or Chapels			
5. School Fees—			
(*a*) Paid by Scholars .. .. } between 3 and 15			
(*b*) Paid by Guardians for† _____ Scholars } years of age.			
(*c*) Paid by Scholars under 3 and over 15 years of age			
6. Amount received for Books and other School requisites sold to children§			
7. Income arising—			
From Sale of Needlework			
From Contributions from a Common Fund under Sections 6 and 7 of the Elementary Education Act, 1891			
(*a*) Fee Grant Fund (Section 6)			
(*b*) Surplus Income Fund (Section 7)			
From other Sources (*specify them*)			
8. Balance on 1900 (if overdrawn)			

* Repayment by Sunday School Managers of share of Expenditure, included per contra, hire of schoolroom, &c., must not be entered here, but under head No. 7. Expenditure which relates jointly to the Day and Sunday Schools (*as for "Fuel and Light," "Furniture, &c."*) should be divided between them in proportion to the number of hours per week which each has been open.

† Insert the NUMBER and state the AMOUNT paid (Sections 10 and 40 of the Elementary Education Act, 1876).

‖ Name here the Societies which have furnished *voluntary* contributions.

§ A weekly or other periodical payment for the use of books or other school requisites, if required as a condition of admission to the School, is a School Fee, and must not be entered under this heading (Article 3 of the Code, small print). See 6 below.

[The numbers below on the left hand correspond to the heads of the account above.]

3. How many Private Individuals included under (*a*) contribute per annum £5 and upwards _____ £1 and less than £5 _____ Less than £1 _____ Total number of Subscribers _____

5. If the Departments are treated as separate Schools for the purpose of the Fee Grant, the sum received in each Department under heads 5 (*a*) and 5 (*b*), should be stated here— In Boys' (or Mixed) Department £ _____ In Girls' (or Mixed) Department £ _____ In Infants' Department... .. £ _____

And if the Fees received exceed the sum allowable under Section 2 (2) of the Elementary Education Act, 1891, an explanation must be filed herewith.

6. Is any weekly or other periodical payment entered under head 6 above? If so, a separate paper explanatory of the circumstances under which the sum is entered under that head must be filed with the Account.

Is there any reason to doubt that the ordinary expenses of the School will continue to be provided for?

SCHOOL FOR THE YEAR ENDING 1900.

AND ACTUALLY DISBURSED DURING THE YEAR,

EXPENDITURE.	£	s.	d.
Balance on 1900 (if overdrawn)			
	BOYS.	GIRLS.	INFANTS.
1. Salaries*			
(*a*) of Principal Teachers			
(*b*) of all other Teachers			
2. Books and Stationery			
3. Apparatus and Furniture			
4. Fuel and Light, and Cleaning			
5. Repairs to Buildings (*See Article* 90)			
6. Rent†			
7. Rates, Taxes, and Insurance			
8. Other Expenses (*See Article* 90), viz.:			
Contributions to a Common Fund under Sections 6 and 7 of the Elementary Education Act, 1891..			
For Prizes (*specify their nature*)			
On account of (*specify*)..			
9. Balance on 1900 (if in hand)			

* The salary entered must be the amount paid to each Teacher for service as *Teacher*; and must not include any sum paid to the Teacher for any service in any other capacity. *It must include contributions under the Elementary School Teachers (Superannuation) Act*, 1898.

† No charge for Rent of the premises is admissible if they are held in trust for Educational purposes.

N.B.—The expenditure of Aid Grant should be included in the general account of the School. It should also be shown separately on the accompanying Form 9 (1) V.S.

I hereby certify that the foregoing is a true and complete account of the sums actually received and actually spent on account of the above School, in the year ended 1899, and that no paid Officer of the School is included among its contributors, or the contributors to any fund out of which the School is supported. I further certify that the balance at the end of the year is correctly stated.

Treasurer

day of 1900.

I hereby certify that the foregoing account is correctly abstracted from the Cash Book of the School, which has been examined by me with the School Registers,* Vouchers, and Receipt Book, and found to be correct. I further certify that the balance at the end of the year is correctly stated.

Auditor.†

Qualification

day of 1900.

* The words "School Registers" should be struck out when there is no entry under head 5 of Income.

See Article 85 (*d*) of the Code and Sections 33 to 44 of Appendix II. to the Revised Instructions.

By a Mixed Boys' School is meant a School under a Master in which Girls are instructed with Boys.

		Boys' (or Mixed) School.	Girls' (or Mixed) School.	Infant School or Class. (Where Standard I. are taught with the Infant Class their attendance should be included in this column, which must be filled up whether the average attendance of Infants exceeds 20 or not.
		Attendances entered under "Infant School or Class" must be excluded from these columns.		
V.	(1) Principal Teacher's name in full? (If a married woman state also maiden name.)			
	(2) Total Salary in this or any other elementary Day school, for year ending 1900..			
	(3) Date of birth (day, month, and year)?			
	(4) Date at which he (she) entered on duties in this School?			
	(5) Whether engaged under a written agreement? †			
	(6) If certificated, date of Examination for Certificate?			
	(7) If formerly a Pupil Teacher, in what School?			
	(8) Trained in what Training College? How long? In what years? ..			
	(9) In what School, and year, *last* inspected?			
	(10) Are the Managers satisfied with the Teacher's character, conduct and attention to duty during the past year? .. .. ‡			
VI.	What Vacations were allowed in past year? Give *exact dates*			

VII			Boys' (or Mixed) School.			Girls' (or Mixed) School.			Infant School or Class.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
	(1) Number of times the School has been open	Morning ..									
		Afternoon ..									
		Total ..									
	(2) Total number of attendances morning and afternoon together, of not less than two hours' secular instruction each, in the case of older children, and one hour-and-a-half in the case of infants, *made* by all the Scholars. See Article 12. No attendance made by any Scholar while habitually employed as a Monitor may be included (Art. 13).	(a) While under 3 years of age									
		(b) *While* in the Infant School or Class, over 3 years of age	—	—	—	—	—	—			
		(c) While over 3 and under 15 years of age, in the School or Classes for older Scholars							—	—	—
		(d) While over 15 years of age									
		The number entered under 2 (c) or 2 (d) must not include the number entered under 2 (a).							—	—	—
		(e) While over 14, & after having passed in all three subjects of Stand. VII.							—	—	—
	In the calculation of the averages no additional attendances under Article 12b are to be taken into account. (3) Average for Fee Grant (Attendances of Scholars over 3 and under 15 (*exclusive of* 2 e))										
		(4) Average for Annual Grant (Attendances of Scholars over 3 (*exclusive of* 2 e)) ..									
		(5) Average for Accommodation (divide the attendances made by *all* the Scholars by the number of times the School has been open)									
	(6) How many additional attendances for Half Timers are claimed under Article 12b? .. .. .. For how many Scholars?										
	(7) How many additional attendances are *claimed* under Art. 101*? (*See* § 3 of Form 101* Summary)										

VIII.—If time occupied by instruction in any of the following Subjects has been reckoned (Art. 12*f*) in making up the total of Attendances, please fill up so much of the following Table as is necessary—

Subject.	Name of Teacher.	How qualified.	Subject.	Name of Teacher.	How qualified
Drawing			Cottage Gardening (Boys)		
Manual Instruction **			Cookery (Girls)		
Science .. .. **			Laundry Work (Girls)		
Physical Exercises **			Dairy Work (Girls)		
Military Drill (Boys) **			Any other subject recognised under Art. 12*f*		

** *Specify*

‡ If Certificated state Name of Training School and Date of Certificate.

† Need not be answered if appointed before 1st January, 1898.

‡ *If the Teacher has been absent during any part (except vacations) of the ordinary school year, or if his (her) duties have been discharged by deputy, the particulars (with exact dates) should be stated.* See N.B. p. 1, and bear in mind the due instruction of Pupil Teachers.

¶ If owing to epidemic closure this total is less than 400 the necessary medical certificates must be filed with this Form [*see* Article 83].

IX.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
(1)	Have the Class Registers been invariably marked on each occasion the School has been open and closed, before the commencement of the minimum time specified in Article 12?												
(2)	On what days has the accuracy of the Registers been tested by Managers, and recorded in the Log Book (Article 85*d*)? Give one date for each Quarter of the School Year ..												

By a Mixed Girls' School is meant a School under a Mistress in which Boys are instructed with Girls.

X.	DIMENSIONS OF—	BOYS' (or Mixed) SCHOOL. Length.	Breadth.	Height.	GIRLS' (or Mixed) SCHOOL. Length.	Breadth.	Height.	INFANT SCHOOL OR CLASS. Length.	Breadth.	Height.
(1)	School room									
(2)	Class room									
(3)	If any alteration of Premises since last return, specify ..									
(4)	Has the principal Teacher a house or lodgings rent free?									

XI. Number of Children on the Admission Register, on the last day of the School year (Articles 53, 54), excluding those who have left within the year. AGED.	BOYS' (or Mixed) SCHOOL. Boys.	Girls.	Total.	GIRLS' (or Mixed) SCHOOL. Boys.	Girls.	Total.	INFANT SCHOOL OR CLASS. Boys.	Girls.	Total.
Under 3 ..									
3 and under 4									
4 and „ 5									
5 and „ 6									
6 and „ 7									
7 and „ 8									
8 and „ 9									
9 and „ 10									
10 and „ 11									
11 and „ 12									
12 and „ 13									
13 and „ 14									
14 and „ 15									
15 and over ..									
TOTAL ..									

XII.		BOYS' (or Mixed) SCHOOL.			GIRLS' (or Mixed) SCHOOL.			INFANT SCHOOL OR CLASS.		
(1)	Is the School a Free School?									
(2) Weekly payments by Children.	Number free									
	Rates per week....									
	Nmbr. paying at each rate. Between 3 and 15									
	Nmbr. paying at each rate. Under 3 & over 15									
	Total Children, to equal that in XI. above									
(3)	What determines the different rates of payment									

XIII. (1) Are the Girls instructed in PLAIN NEEDLEWORK and CUTTING-OUT? (2) By whom?
(3) How often per week? (4) How many hours at a time?
(5) Does any Lady or Ladies' Committee regularly superintend this instruction?

XIV.		
(1)	Are the Boys in the School for older Scholars taught DRAWING? Are the Girls taught Drawing	(1) Any other manual instruction?
(2)	By whom	(2)
(3)	How is the Teacher qualified	(3)
(4)	How often per week?	(4)
(5)	How many hours at a time?	(5)

XV. If any Infants are taught as part of the Mixed School; what time each day does the Principal Teacher give to their Instruction?

XVI. Number of Children in each Standard* on the last day of the School Year, excluding Children in the Infant School or Class.

	Below Standard I.	Standard. I.	II.	III.	IV.	V.	VI.	VII.	Ex-Standard VII.	Total.
Boys . .										
Girls . .										

* A Child in one Standard for two of the elementary subjects and in another for the third may be entered as in that Standard in which two are taken. A Child in different Standards for the three subjects may be entered as in that Standard which is intermediate.

XVIa. Is there a School Savings Bank?

XVIb. 1. Is there a Library connected with the school?
2. If so, number of Books?

Notice is hereby given to the Managers that in future Returns for School Year ending on or after August 31st, 1901, they will be required to show separately under VII. (2) (c) and VII. (5) the attendances of children under and over five years of age.

XVII. Certificates respecting the ASSISTANT MASTERS, ASSISTANT MISTRESSES, PUPIL TEACHERS, ADDITIONAL TEACHERS and PROBATIONERS already admitted (Art. 33).

ANY OMISSION OF THE PARTICULARS REQUIRED WILL SERIOUSLY DELAY PAYMENT.

1		2	3	4	5	6	7	8	9
Full Name (Christian and Surname, and if a married woman, maiden name) of every Assistant, Pupil-Teacher, Teacher under Article 68, or Probationer who has been employed in the School during any part of the School year. Add C after the name of any Certificated Assistant; and file a separate sheet with all the same particulars as are required to be given respecting the Principal Teacher, No. V. in this form. See Note N.B. below. Add A. with the exact date of appointment and age, after the name of each *Assistant under Articles* 50—51; A1 after the name of any Assistant who has passed the Certificate Examination in First Year's papers since 1st January, 1891; and in the case of an appointment during the past year, add the name in full of the *School* where the Assistant was a P.T., or state qualification under Articles 50—51, and when gained. Add F, with the exact date of appointment and of birth, after the name of any Teacher under Article 68. Add the exact date at which any Teacher, entered on this page, or on page 7, left the School within the past year, and give Certificates to the time of leaving. In the case of a Pupil Teacher, add also the cause of leaving. If any Pupil Teachers have been transferred to this School during the past year, give the exact date of their beginning work here, and state name of School from which transferred.		Whether subject to any infirmity likely to interfere with his or her duty as a Teacher. A Medical *Certificate (in the prescribed form) must be filed for every Teacher now to be recognised for the first time under Art. 51 or 68. The Managers will certify in other cases.*	Are the Managers satisfied that his or her conduct has been good.	Are the Managers satisfied that he or she has received the special instruction required by the terms of his or her Memorandum of Agreement (if a P.T.) (See Art. 34) (Specify the place and time)	† Has his or her Memorandum of Agreement been duly executed? See Article 36	Has he or she been obedient, diligent, and attentive to duties in School	† (*a*) How many hours per week has he or she served in the School? and (*b*) Has he or she received the instruction required by his or her engagement? (*See* Paragr'phs 1 and 5 of the Memorandum of Agreement)	† Has she been taught needlework in accordance with Schedule V. of the Code	‡ Is he or she engaged under a written Agreement?
		during the past Year?							
EMPLOYED IN BOYS' (OR MIXED) SCHOOL UNDER MASTER.	C, A, A1, or F								
XVIII.— EMPLOYED IN GIRLS' (OR MIXED) SCHOOL UNDER MISTRESS.									
EMPLOYED IN INFANTS' SCHOOL OR CLASS.						(*Signed*) _____ Principal Teacher.			
						(*Signed*) _____ Principal Teacher.			

N.B.—Qualified Certificates, or any needful supplementary statement, for which there is not room in the columns, should be separately written and filed herewith. An entry should, in that case, be made in the column, "See Separate Paper A, B, &c., and the filed paper should be marked with the same letter.

† Columns 5, 7 and 8 may be left *blank* for *Assistants*.

‡ Column 9 may be left blank for Pupil Teachers, also for Assistant Teachers appointed before the 1st January, 1898.

Article 37.—Where a female Pupil Teacher has, with the approval of the Managers, received instruction out of School hours from the Master, the following Certificate must *also* be signed:—

The instruction of the female Pupil Teachers out of School hours by Mr. has always been given in my presence.

(*Signed*) (Aged years).

XIX. Certificates respecting CANDIDATES proposed for engagement as Pupil Teachers (Art. 39), or proposed for engagement as PROBATIONERS (Art. 38.)

1	2	3	4	5	6	7	8	9
DEPARTMENT.	FULL NAME. Add "P" if the Candidate is proposed for recognition as a Probationer under Art. 33, with the exact date at which he or she began work in the School).	Date of Birth (day and month as well as year).	Whether subject to any Infirmity likely to interfere with their duties as Teachers. (A Medical *Certificate* in the prescribed form *must be filed* for Candidates for Probation, or engagement as Pupil Teachers without Probation, but not for Candidates at the end of a year of probation.)	Distance of Home from School in miles.	Whether proficient in Needlework.	Whether the moral Character of the Candidates and of their homes is good.	Do the Managers undertake that Candidates proposed for recognition as Probationers are employed with the intention that they shall subsequently enter into engagements as Pupil Teachers in the School.	Full Name and Residence of Parent or Guardian who will sign Agreement with Managers for Pupil Teacher's service.	Occupation of Parent or Guardian.
BOYS									
GIRLS					After the answer opposite to each girl's name in this column the Mistress must add her initials, as attesting that she has herself examined, and is satisfied with, the Candidate's skill in needlework according to her age. ENTRY for GIRLS only.				
INFANTS									

N.B.—Qualified Certificates or any needful supplementary statement for which there is not room in the columns, should be separately written and filed herewith and an entry should, in that case, be made in the column. "See Separate Paper A, B, &c.," and the filed paper should be marked with the same letter.

Any error, omission, or indistinctness in filling up Nos. XX. and XXI. will seriously delay payment of the grants.

XX. *Name and Description of School*_____

(*verbatim* as in first line of p. 1 of this form.)

*District of the County Council of*_____

Name and Designation (*Rev. or Esq.*) *of Correspondent in full.*	*Address* (*sufficient for post from London*).
	(*Post Town*)_____

XXI. We, the three persons undersigned * hereby appoint the one of our number whose signature appears *in the space numbered* 1, *below*, or the firm of Bankers whose name is entered above our signatures,† to draw on H.M. Paymaster-General for any grant which may be made, out of the Vote for Public Education, on behalf of the above-named School.

* The signatures in 1, 2, and 3, below, must be *original* and *plain*.	(Rev., Esq., etc.)	Complete Postal Address (except Post Town).	Post Town.
1.			
2.			
3.			

† A firm of Bankers should be entered *only* when the Managers wish the grant to be paid to them.

To the Managers of the School. ☞ LEAVE THE REST OF THIS FORM BLANK.

XXII. I hereby certify that the above-named School was inspected pursuant to my instructions on (insert date or dates)_____

_____

H.M. Inspector of Schools.

Annual Grant	£	,,	,,
Final Payment of Fee Grant ...	£	,,	,,
Full Amount	£	,,	,,
Amount deducted under Elementary School Teachers (Superannuation) Act, 1898 — Men ,, ,, / Women ,, ,,	£	,,	,,
Net sum payable ...	£	,,	,,

XXIII. I CERTIFY that all the requirements and conditions upon which these Grants for the year ended _____ 1900, are based, have been fulfilled, and that the sum of_____ besides deductions, as above, the correct amount payable.

_____ *Examiner.*

_____ *day of*_____ 1900.

*Paid by Order, No.*_____

FORM 9B. (FOR BOARD SCHOOLS ONLY.)

No. _____

_____ Board School. Census District No. _____

(1) Borough, Parish, or United District. District of the County Council of _____

District of the School Board of the (1) _____ of _____

RETURN for the year ended 1900. Visit due in 1900.

Name and Designation (Rev. or Esq.) of Correspondent in full. | *Address (sufficient for post from London).*

I. We hereby certify,—

(A.) That this School is, and will during the year ending _____ 1900, be conducted as a Public Elementary School within the meaning of the Elementary Education Act, 1870 (section 7).

(B.) That the School, having been used under Section 6 of the Ballot Act, 1872, for an Election, or under any other Statutory power, did not meet, on that account, on the following days:—

_____

(C.) That the School Registers and Books of Account have been so kept as to leave no doubt respecting the accuracy of the entries in this Form that are taken from them, and that all other particulars contained in this Return are true to the best of our belief.

(D1.) *That the population of the School District, in which this School is situate, is** _____ *souls, and that there is no other Public Elementary School recognised by the Department as available for the children of that District.*

(D2.) *That the population within two miles by the nearest road from the School is** _____ *souls, and that there is no other Public Elementary School recognised by the Department as available for the children of that population.*
N.B.—Under (D2) the population, whether within the parish or not, is to be counted.

(E1.) *That the School has fulfilled the conditions of the Elementary Education Act, 1891, during the past School year.§¶*

(E2.) *That the School will fulfil the conditions of the Elementary Education Act, 1891, during the year ending the* _____ 1900. §

* Fill up (D1) or (D2) according to circumstances if a claim is made under Article 104 or 105. No entry to be made if the number amounts to 500 or upwards.

In (D1) "School District" means Municipal Borough, Civil Parish, Extra Municipal part of Civil Parish, or United School District, as the case may be.

When a grant is claimed under D2 an Ordnance map showing the position of the School, and of other Schools (if any), available for the population, must be produced to the Inspector, together with a house-to-house census of the population within two miles by the nearest road from the School.

N.B.—The Inmates of a Workhouse, Barrack, Prison, Convent, Reformatory, District School, Boarding School, Almshouse, or other Public Institution may be deducted from the population of the School District, excepting in so far as the inmates or inside *employés* of the Institution contribute towards the School population. Outside *employés* must in all cases be included. Where deductions are made a separate paper must be filed with this form, showing the total population of the School District, the number deducted, and the reason for the deduction.

_____ _____

_____ _____

this _____ day of _____ 1900.

† School Managers.

II. If there has been any change of Principal Teachers during the past year, state, in each case:—

	Boys' School.	Girls' School.	Infants' School.
(a) The name in full of the *late* Teacher			
(*In cases where more than one change in the same department has taken place, and where a Teacher, therefore, has both taken charge and left in the course of the year, the dates both of taking charge and of leaving should be entered.*)			
(b) Whether certificated			
(c) Whether the Managers were satisfied with such Teacher's character, conduct, and attention to duty. The cause of dissatisfaction (if any) should be stated. *If absent during any part (except vacations) of the ordinary school year, or if duties have been discharged by deputy, the particulars (with exact dates) should be stated.*			
(d) The exact date at which he (or she) ceased to have charge of the School			
(e) The exact date at which the *new* Teacher took charge of the School			
(f) Whether such new Teacher produced satisfactory testimonials of his (or her) Moral and Intellectual fitness			
In examining testimonials the *last* date should be observed, and *copies* only should not be accepted.			

III. Are the children taught to sing			
By ear?			
Entirely by Staff Notation?			
Entirely by Tonic Sol-fa Notation?			
By Tonic Sol-fa in lower Standards (I.-IV.) and Staff in upper Standards (V.-VII.)?			

† This return should be signed by the Clerk of the School Board, or, when Managers are appointed under Section XV. of the Elementary Education Act, 1870, by three such Managers.

§ If the School Managers have not accepted the Fee Grant these clauses should be struck out.

¶ Insert the date at which the School began to fulfil the conditions of the Elementary Education Act, 1891, *if after the beginning of the School year.*

N.B.—Qualified Certificates, or any needful supplementary statement, for which there is not room in the columns, should be separately written and filed herewith. An entry should, in that case, be made in the column, "See Separate Paper A, B, &c." and the filed paper should be marked with the same letter.

School

IV. ACCOUNT OF THE INCOME AND EXPENDITURE OF THE _____

Showing the amounts actually received

INCOME.	£	s.	d.
1. Annual Grant from Education Department			
Fee Grant „ „ „			
2. Net Income from Endowment. *Specify Charitable Trusts and Foundations by name.* (*a*) Inalienable from the School or from Education, viz. :—From			
(*b*) Alienable from the School and also from Education, viz. :—From			
3. Rates			
4. School Fees—			
‡ (*a*) Paid by Scholars .. .. (*b*) Paid by Guardians for*_____Scholars } between 3 and 15 years of age			
(*c*) Paid by Scholars under 3 and over 15 years of age			
5. Amount received for Books and other School requisities sold to Children§			
6. Income arising from other sources, viz. :—			
From Department of Science and Art†			
From Sale of Needlework			
From (*specify them*)			
Total .. .. £			

* Insert the NUMBER and state the amount paid (Sections 10 and 40 of the Elementary Education Act, 1876).

† Enter *only total sum* paid in money. If prizes, or if grants *in kind*, have been received, state the facts here, but make no *entry* for the value of them in the columns of the account.

‡ If the Departments are treated as separate Schools for the purpose of the Fee Grant, the sum received in each Department under heads 4 (*a*), and 4 (*b*), should be stated here.

In Boys' (or Mixed) Department, £_____

In Girls' (or Mixed) Department, £_____

In Infants' Department... ... £_____

And if the Fees received exceed the sum allowable under Section 2 (2) of the Elementary Education Act, 1891, an explanation must be filed herewith.

§ A weekly or other periodical payment for the use of books or other school requisites, if required as a condition of admission to the school, is a School Fee, and must not be entered under this heading (Article 3 of the Code, small print).

Is any weekly or other periodical payment entered under head 5 ? If so, a separate paper explanatory of the circumstances under which the sum is entered under that head must be filed with the Account.

Board.

_____ BOARD SCHOOL FOR THE YEAR ENDED 1900.

and actually disbursed during the year.

EXPENDITURE.	£	s.	d.
	Boys.	Girls.	Infants.
1. Salaries.*			
(*a*) of Principal Teachers			
(*b*) of all other Teachers			
2. Books and Stationery			
3. Apparatus and Furniture			
4. Fuel, Light, and Cleaning			
5. Repairs to Buildings (*See Article* 90)			
6. Rent**			
7. Rates, Taxes, and Insurance			
8. Other Expenses, viz.:—(*See Article* 90)			
For Prizes (*specify their nature*)			
On account of (*specify*)			
Total .. .. £			

* The salary entered must be the amount paid to each Teacher for service as *Teacher*; and must not include any sum paid to the Teacher for any service in any other capacity.

** No charge for Rent of the premises is admissible if they are held in trust for Educational purposes.

I hereby certify that according to the best of my knowledge and belief, the foregoing is a true and complete account of the sums actually received and actually spent on account of the above School, in the year ended 1900, and that it agrees with the entries in the † Abstract Book, or † Cash Book, alternative Form.

_____ Clerk to School Board _____ day of _____ 1900.

† One of these to be struck out.

☞ **NOTE.—Pages 4, 5, 6, 7, and 8 of this Form are like those in Form 9 (for Voluntary Schools), for which see pp. 214-217 of this book.**

Any error, omission, or indistinctness in filling up Nos. XX. and XXI. will seriously delay payment of the grants.

XX. *District of the School Board of* _____

Name of School _____

District of the County Council of _____

(*verbatim* as at head (p. 1) of this Form).

County _____

Name of Clerk of School Board (in full).	*Address (sufficient for post from London).*
	(*Post Town*)

XXI. Any grant which may be made, out of the Vote for Public Education, on behalf of the above-named School, will be paid to the Treasurer of the School Board.

Name of Treasurer *of the Board* in full.	Complete Postal Address (except Post Town).	Post Town.

To the Managers of the School.

☞ LEAVE THE REST OF THIS FORM BLANK.

XXII. I hereby certify that the above-named School was inspected pursuant to my instructions on (Insert date or dates) _____

_____

H.M. Inspector of Schools.

Annual Grant	£	,,	,,
Final Payment of Fee Grant ...	£	,,	,,
	£	,,	,,

XXIII. I CERTIFY that all the requirements and conditions upon which these Grants for the year ended 1900, are based have been fulfilled, and that the sum of _____ is the correct amount payable.

_____ *Examiner.*

_____ *day of* _____ 1900.

Paid by Order, No. _____

FORM 10. INSPECTOR'S REPORT* on the

_____ School. No. _____

County of _____ Census District No. _____

Month in which visit is due— , 1900.

CERTIFICATED TEACHERS.

[redacted]ter B, when inserted below, indicates that the Teacher's Parchment has not been issued. A report should be made in *every* such case. (See Art. 63.)

	BOYS' SCHOOL.	GIRLS' SCHOOL.	INFANTS' SCHOOL.
Name			
Examination ...	Year. | Divn.	Year. | Divn.	Year. | Divn.
Certificate.....	Class.	Class.	Class.
Enter a mark for each Teacher and § Assistant Teacher— E for Excellent G for Good F for Fair M for Moderate I for Imperfect			

Form $\frac{9}{10}$ C is to be used for reporting on Candidates for the Certificate Examination

ASSISTANT TEACHERS (Articles 50, 51) ¶.

NAME.	§ Mark.	NAME.	§ Mark.

Name of any Teacher desiring recognition under Art. 82 (*b*) _____

Do you recommend such recognition? _____

Name of any Teacher under Article 68 _____

Is she approved for recognition under this Article? ¶ _____

FOR ISSUE OF PARCHMENT.

For Mr.† _____ (Article 63).

Address _____

(Sufficient for post) _____

* The Report should be made as far as possible under the headings of this Form. If supplementary matter has to be added, a note should be entered *in the proper space*, "see page 8," or "see paper A." If a separate paper be used, it should be lettered accordingly, and loosely filed *herewith* through the left-hand upper corner.

† Insert Christian name and surname in full.

¶ If any Teacher under Art. 51 (*a*) or (*b*) or 68 has not been previously recognised, a medical certificate (Form 42) should be filed with Form 9 (or 9 B).

Inspector's Report on Pupil Teachers and on

Full Name. (Boys.)	‡ Year (as on examination papers)	Is Mem. of Agreement executed?	* Reading. †40	* Recitation. 40	* Handwriting. 40	* Spelling. 40	* Arithmetic. 100	* English. Grammar. 80	* English. Composition. 40	* Geography. 80	* History 80
Full Name. (Girls.)	—	—	—	—	—	—	—	—	—	—	—
(Infants.)											

† Maximum number of marks obtainable. ‡ Enter "Candidate" if not already a pupil teacher.

Inspector's Report on Candidates for a First or Continued Engagement as Probationers (Article 33).

Name in Full.	Recommendation.
(Boys)	
(Girls)	
(Infants)	

¶ In the case of Candidates for engagement as Probationers, H M. Inspector should simply report whether the Candidate is approved or not.

	Boys, Candidates for 3 years' engagement.	Boys, 1st & 2nd year.	Girls, Candidates and 1st & 2nd year.
75 per cent	435	525	510
50 ,, ,,	290	350	340
40 ,, ,,	232	280	272

Candidates for a 3, 2 or 1 years' engagement.

*Mathematics.		Music.		‡ Elementary Science (Optional).	Total number of Marks.	¶ Teaching.	Remarks and Recommendations § †	‖ Languages (optional).	
Euclid.	Algebra	Theory.	Practical Skill.					Latin.	French
60	60	15	25	50					

* Needlework						
Garments shewn	Work done at Examination.	—	—	—	—	—
40	60					

‡ The full marks on the percentage of which the grants under Article 102 depend do not include the full marks for Elementary Science. But marks obtained for this subject are to be included in the pupil teacher's total marks.

¶ H.M. Inspector should mark "G" (good), "F" (fair), "M" (moderate), or "Fail." This mark will not be taken into account for the purposes of Article 102, but failure in Teaching will cause failure in the Examination.

‖ H.M. Inspector should, if possible, assign a mark "G," "F," "M" or "Fail" for Languages where taken. This mark will not be taken into account for the purposes of Article 102.

INSPECTOR'S REPORT ON CANDIDATES FOR A FOUR YEARS' ENGAGEMENT AS PUPIL TEACHERS (ARTICLE 40*, CODE, 1899).

NAME IN FULL.	Recommendation.†
(Boys)	
(Girls)	
(Infants)	

† In the case of all Candidates for engagement as Pupil Teachers H.M. Inspector should recommend admission or rejection, mentioning the subjects (if any) requiring caution or warning. If he recommends admission, as a Pupil Teacher, for a Candidate who will, if admitted, be under 15 years of age at the beginning of the engagement, he should always say whether the School is a rural School, and whether he recommends specially under Art. 39. (*See* Revised Instructions, Section 42).

§ In the last year of a Pupil Teacher's engagement be careful to give marks **on Form** $\frac{9}{10}$**S** for Reading, Recitation and Teaching (Practical Skill), but enter **on this page** "P.C." or "Not P.C." if you recommend or do not recommend for Provisional Certificate on the ground of practical skill in Teaching.

☞ The Inspector should report **on Form** $\frac{9}{10}$**S** on the Teaching, Reading, and Recitation of all Candidates for the next Queen's Scholarship Examination whom he finds employed in any capacity in this School.

BOYS' (or Mixed Under a Master) SCHOOL.

H.M. Inspector will enter here the name of the Master. _____

STATE OF SCHOOL AS TO—	
1. *Premises*, viz. :	
Whether properly Lighted	
Cleaned	
Drained	
Warmed	
Ventilated	
Arranged for Teaching	
Provided with Playground	
Supplied with Offices	
Is any room habitually overcrowded (*See Art. 85 (a)*)?	
2. (*a*) Desks (Specify kind.)	
(*b*) Fixtures	
(*c*) Books	
(*d*) Apparatus	

3. *Registers*—

Do they appear to have been kept in accordance with the Official instructions (Revised Instructions, Appendix II.)?

Log Book—

How kept? (*Verify § II. in Form 9.*)

Portfolio—

Official Letters kept?

**Accounts*—

How kept? (*See Revised Instructions, Appendix II. Sections 33—43.*)

4. (*a*) Are the girls taught plain needlework and cutting out?

(*b*) Are they taught Drawing?

(*c*) Are the boys taught Drawing? Any other manual instruction?

‡ (*d*) Do you certify that means for teaching Drawing cannot be procured (Art. 85*b*)?

If not, state your reason for refusing such certificate.

(*e*) Is the First Class Subject in Standards I., II., and III. taught by means of Object Lessons?

5. Are the children taught to sing—

By ear?
By note?

	Boys.	Girls.	§ Total.
Number present at Inspection			

§ *Compare with Form 9, Section XI., and in the case of Scholars who are absent, satisfy yourself that there is a reasonable excuse for their absence.*

1. Are copies of the (approved) Time Table, and of the regulations required by the 7th Section of the Elementary Education Act, 1870, conspicuously put up?

2. Opinion as to (*See Article 101 (a)*)
- Accuracy of knowledge in the Elementary Subjects.
- General intelligence in ditto.
- Recitation.

Opinion as to (*See Article 101 (b)*)
- Moral training and conduct.
- Neatness and order.
- Classification.

3. Is any Class habitually too large (*See Art. 73*)?

4. Is provision made for instruction in Swedish or other Drill or in suitable physical exercises (Art. 101 (*b*) i.)?

5. OBSERVATIONS to be communicated to the Managers.

6. Is payment recommended of—

(*a*) The Principal Grant (Art. 101*a*)? If so, state whether at 12s. 6d. or 14s.

(*b*) The Grant for Discipline and Organization (Art. 101*b*)? If so, state whether at 1s. or 1s. 6d.

(*c*) i. The Drawing Grant (Art. 101*c* (i.))?
ii. The Needlework Grant, if Needlework is *not* taken as a Class Subject (Art. 101*c* (*ii.*))?

(*d*) The Singing Grant (Art. 101*d*)? If so, state whether for teaching by ear or note.

(*e*) The Class Subject Grant (Art. 101*e*)?

	NAMES.	Whether Fair or Good.
1st Class Subject ‡		†
2nd do.		†

7. Do you *report* the School to be inefficient (Art. 86)? If so, state specifically your grounds in 5 above.

* Need not be answered in case of a Board School.
† This is to be a joint mark for the work of all the Classes. If a failure, enter 0; If not taken, no entry to be made.
‡ To be answered when the Boys are not taught Drawing.

GIRLS' (or Mixed Under a Mistress) SCHOOL.

H.M. Inspector will enter here the name of the Mistress. _____

STATE OF SCHOOL AS TO—

1. *Premises*, viz. :
   Whether properly
   Lighted.....
   Cleaned.....
   Drained .....
   Warmed .....
   Ventilated .....
   Arranged for Teaching
   Provided with Playground
   Supplied with Offices .....
   Is any room habitually overcrowded *(See Art. 85 (a))*?

2. (*a*) Desks .....
   (Specify kind.)
   (*b*) Fixtures .....
   (*c*) Books .....
   (*d*) Apparatus ...

3. *Registers*—
   Do they appear to have been kept in accordance with the Official instructions (Revised Instructions, Appendix II.)?

   Log Book—
   How kept? *(Verify § II. in Form 9.)*

   Portfolio—
   Official Letters kept?

   **Accounts*—
   How kept? *(See Revised Instructions, Appendix II. Sections 33—43.)*

4. (*a*) Are the girls taught plain needlework and cutting out?
   (*b*) Are they taught Drawing?
   (*c*) Are the boys taught Drawing? Any other manual instruction?
   ‡ (*d*) Do you certify that means for teaching Drawing cannot be procured (Art. 85*b*)?
   If not, state your reason for refusing such certificate.
   (*e*) Is the First Class Subject in Standards I., II., and III. taught by means of Object Lessons?

5. Are the children taught to sing—
   By ear?
   By note?

	Boys.	Girls.	§ Total.
Number present at Inspection			

§ *Compare with Form 9, Section XI., and in the case of Scholars who are absent, satisfy yourself that there is a reasonable excuse for their absence.*

1. Are copies of the (approved) Time Table, and of the regulations required by the 7th Section of the Elementary Education Act, 1870, conspicuously put up?

2. Opinion as to *See Article 101 (a)*
   - Accuracy of knowledge in the Elementary Subjects.
   - General intelligence in ditto.
   - Recitation.

   See Article 101 (b)
   - Moral training and conduct.
   - Neatness and order.
   - Classification.

3. Is any Class habitually too large (*See Art. 73*)?
4. Is provision made for instruction in Swedish or other Drill or in suitable physical exercises (Art. 101 (*b*) i.)?
5. OBSERVATIONS to be communicated to the Managers.

6. Is payment recommended of—
   (*a*) The Principal Grant (Art. 101*a*)? If so, state whether at 12s. 6d. or 14s.
   (*b*) The Grant for Discipline and Organization (Art. 101*b*)? If so, state whether at 1s., or 1s. 6d.
   (*c*) i. The Drawing Grant (Art. 101*c* (i.))?
   ii. The Needlework Grant, if Needlework is *not* taken as a Class Subject (Art. 101*c* (ii.))?
   (*d*) The Singing Grant (Art. 101*d*)? If so, state whether for teaching by ear or note.
   (*e*) The Class Subject Grant (Art. 101*e*)?

	NAMES.	Whether Fair or Good.
1st Class Subject		†
2nd do.		†

7. Do you report the School to be inefficient (Art. 96)? If so, state specifically your grounds in 6 above.

* Need not be answered in case of a Board School.
† This is to be a joint mark for the work of all the Classes. If a failure, enter 0; if not taken, no entry to be made.
‡ To be answered when the Boys are not taught Drawing.

INFANT SCHOOL OR CLASS.

H.M. Inspector will enter here the name of the Teacher in charge of the Infants. See Article 100. _____

STATE OF SCHOOL AS TO—

1. *Premises*, viz. :
   Whether properly
   Lighted.....
   Cleaned.....
   Drained .....
   Warmed .....
   Ventilated .....
   Arranged for Teaching
   Provided with Playground
   Supplied with Offices .....
   Is any room habitually overcrowded *(See Art. 85 (a))* ?

2. (*a*) Gallery.....
   (*b*) Desks .....
   (Specify kind.)
   (*c*) Fixtures.....
   (*d*) Books .....
   (*e*) Apparatus ...

3. *Registers*—
   Do they appear to have been kept in accordance with the Official instructions (Revised Instructions, Appendix II.)?

   Log Book—
   How kept? *(Verify § II. in Form 9.)*

   Portfolio—
   Official Letters kept?

   **Accounts*—
   How kept? *(See Revised Instructions, Appendix II., Sections 33—43.)*

4. Are the girls taught plain needlework?

5. Are the children taught to sing—
   By ear?
   By note?

6. Is the Infant School or Class in the same Building with the Girls' School?
   If so, what communication is there between them?
   If *not*, how far apart?

	Boys.	Girls.	§ Total.
Number present at Inspection			

§ *Compare with Form 9, Section XI., and in the case of Scholars who are absent, satisfy yourself that there is a reasonable excuse for their absence.*

1. Are copies of the (approved) Time Table, and of the regulations required by the 7th Section of the Elementary Education Act, 1870, conspicuously put up?
2. Opinion as to—
   See Article 98 b.
   Instruction in Elementary Subjects.
   Object Lessons.
   Other Occupations.
3. Is any Class habitually too large (*See Art. 73*)?
4. Opinion as to Organization and Discipline.
5. OBSERVATIONS to be communicated to the Managers.

6. Is payment recommended of—
   (*a*) The Fixed Grant (Art. 98*a*)? If so, whether at 9s. or 7s.
   (*b*) The Variable Grant (Art. 98*b*)? If so, whether at 2s., 4s., or 6s.
   (*c*) The Needlework Grant (Art. 98*c*)?
   Are the boys satisfactorily taught Needlework? or Drawing?
   (*d*) The Singing Grant (Art. 98*d*)? If so, state whether for teaching by ear or note.†
7. Do you report the School to be inefficient (Art. 86)? If so, state specifically your grounds under 5, above.

* Need not be answered in case of a Board School.
† The higher Grant for singing by note should not be recommended unless the older Scholars of the School are taught to sing by note.

1. What Specific Subjects are provided for in Time Table of Boys' School? State for each subject whether the number of hours of instruction given during the school year was not less than 40?
2. Do. do. Girls' School?
3. Is special and appropriate provision made for the Practical Teaching of
   (*a*) Cookery?
   (*b*) Laundry Work?
   (*c*) Dairy Work?
   (*d*) Cottage Gardening?
4. Is the time entered in the Time Table for
   (*a*) Drawing?
   (*b*) Cookery?
   (*c*) Laundry Work?
   (*d*) Dairy Work?
   (*e*) Cottage Gardening?
   (*f*) Manual Instruction?
5. Is the time so entered for
   (*a*) Drawing not less than one hour and a half weekly?
   (*b*) Cookery not less than a continuous hour and a half at any meeting?
   (*c*) Dairy Work not less than two continuous hours at any meeting?
   (*d*) Manual Instruction not less than two hours weekly?
6. If Cookery is taken, have the list of dishes taught during the school year and the record of the instruction given at each lesson been submitted to you?
7. If Laundry Work is taken has a record of the instruction and work done been submitted to you?

ARTICLE 104.

1. Do you recommend any specia grant under this Article?
2. If so, at what rate?

ARTICLE 105.

1. Do you recommend a specia grant of £10 under this Article?
2. If fees are charged, are they suitable to the population?
3. Is the School well taught?
4. Was an efficient and sufficient staff provided for the whole or any part of the year?

ARTICLES 104 AND 105.

Have you satisfied yourself, as far as possible, that the statement as to population on page 1 of Form 9 is substantially correct, and (when under D (2)) that it agrees with the Census recently taken by the Managers? (*See* marginal notes to Form 9, section 1).

I. Are the Infants taught suitably to their age, and so as not to interfere with the instruction of the older Scholars (Article 98)?

II. Are you satisfied with the reasons given by the Managers for the exceptions to—
Article 101 (*f*) (vii)?
If not, file particulars.

III. Has any Aid Grant received been applied, or is it in course of being applied, to the purposes for which it was made?
If not, file particulars.

IV. What is the number of attendances (Article 12*b*) made by half-time Scholars—
1. Boys?_____ 2. Girls?_____

V. Are you satisfied that both Managers and Teachers have efficiently discharged their duties towards the Probationers and Pupil Teachers under them? (*See* Articles 33, 34, and 62, and Section 40 of Revised Instructions.)

VI. Have you found the School closed at any time when the Time Table provided for instruction being given, without due notice under Article 87*?

VII. Do you recommend the omission of the annual visit next year (Article 34 *b*)?
(*See* Revised Instructions, Sections 3 and 4.)

N.B.—In the case of departments already treated under Art. 84 (*b*), no recommendation need be made unless the Inspector desires a more exact examination test, because he has reason to suppose that the instruction is in a state bordering on inefficiency.

SPECIFIC SUBJECTS.

	PRESENTED				Total number of Hours.	Rate of Grant (1s. or 6d.) recommended.
	1	2	3	Total		
1. Algebra						
2. Euclid						
3. Mensuration						
4. Mechanics						
5. Latin						
6. French						
7. Animal Physiology						
8. Botany						
9. Principles of Agriculture						
10. Chemistry						
11. Sound, Light and Heat						
12. Magnetism and Electricity...						
13. Elementary Physics and Chemistry ...						
14. Domestic Economy (Girls)						
15.						
16.						

No. of Girls qualified for Grant for Cookery (Article 101 (*g*)) _____

Do. Do. Laundry Work (Article 101 (*h*)) _____

Do. Do. Dairy Work (Article 101 (*i*)) _____

No. of Boys Do. Cottage Gardening (Article 101 (*k*)) _____ at 2s. _____ at 4s.

Do Do. Manual Instruction (Article 101 (*l*)) _____

Whether at 6s. or 7s. _____

Date of Examination of Pupil Teachers _____

Date of Annual Visit (if any)—

Boys' School _____

Girls' School _____

Infants' School _____

Date of Visit or Visits without notice—

Boys' School _____

Girls' School _____

Infants' School _____

(*Signed*) _____

H.M. Inspector of Schools.

N.B.—H.M. Inspector will complete and sign § XXII. in page 9 of the Form 9 (or 9 B).

FORM 60 S.

SPECIAL SUBJECT SCHEDULE.

(For use in cases where the annual visit is omitted (Art. 84).

To be filed with Form 9 or Form 9 B.)

_____ *School.*

_____ *County.*

Year ended _____ 190 (*last day of month*, Article 22).

CERTIFICATE TO BE SIGNED BY THE MANAGERS AND TEACHERS OF THE SCHOOL.

WE, the undersigned Teachers, certify, each or our own School, the following Entries to be correct in every instance.

_____ Teacher of Boys' School.

_____ Teacher of Girls' School.

We, the undersigned, certify that we have carefully verified a sufficient number (taken at hazard) of these Entries by the original Registers to satisfy us of the accuracy of the Return.

_____
_____
_____
_____

} Managers; or (*in Board Schools*) Clerk of the School Board, or three Managers appointed under Section XV. of the Education Act, 1870.

Directions to the Managers.

1. This Schedule should only be filled up when a grant is claimed for Specific Subjects, or for Cookery, Laundry Work, Dairy Work, or Cottage Gardening.
2. The names of Scholars must be arranged according to the Standard taken in Reading, beginning with the lowest Standard.
3. When a grant is claimed for Specific Subjects, all Scholars who have received 20 hours' instruction should be entered, including those who have left during the year.

I.	II.	III.						IV.	V.		VI.	VII.
Number.	NAME. Place Surname first.	Standard.			Specific Subjects.						Cookery.	Laundry Work.		Dairy Work— No. of Lessons attended during School Year.	Cottage Gardening— No. of Hrs. of Attendance in School Year.
					No. I.			No. II.			No. of Hours of Attendance in School Year.	No. of Hours of Attendance in School Year.			
		Reading.	Writing.	Arithmetic.	*a.* No. of Subject.*	*b.* Stage.†	*c.* Number of hours (not exceeding 60) of instruction.	*a.* No. of Subject.*	*b.* Stage.†	*c.* Number of hours (not exceeding 60) of instruction.	Total Number.	Total Number.	No. spent in practical Laundry Work.		
1															
2															
3															

* The same reference number to be inserted here as is given to the subject in Schedule IV. of the Code, or its name, if no number is given.

† See Article 101 (*f*), vii. and viii.

INSPECTION OF SCHOOLS WITHOUT NOTICE.

CIRCULAR 371.

(ISSUED BY EDUCATION DEPARTMENT TO H.M. INSPECTORS, MAY, 1895.)

"IT is thought that a few suggestions may be useful as to the way in which the important change of practice provided for by Article 84 (*b*) of the Code of this year can best be introduced.

"1. In the Revised Instructions you are informed that in the case of any school that has 'reached upon the whole a good educational standard' the annual visit may be omitted. My Lords do not wish to prescribe any rigorous uniformity in the interpretation of these words. But They are of opinion that any school for older scholars, which has obtained the Higher Principal Grant or has shown throughout the school no distinct weakness in any one of the three elementary subjects, and any infant school that has obtained any Variable Grant except the lowest may be regarded as having reached the required standard.

"2. You are at liberty to recommend the treatment under Article 84 (*b*) of any school falling due for inspection not earlier than next November. You should without delay make such recommendations as you think proper, if you have not already done so, for schools due for inspection in November, December, January, February, March, and April; with regard to any schools due for inspection at a later date, you should recommend, on Form 10, the omission of the next annual visit, if you think it possible, and if the school satisfies the conditions laid down above. You can explain to the managers that a school, the visit to which is omitted under the Article, will not be ineligible for receiving an increased rate of grant, if the visit or visits without notice should furnish evidence of sufficient improvement.

"3. In order to find time for the necessary visits without notice to schools, the inspection of which is to be omitted in November or subsequently, you are at liberty somewhat freely to recommend that grants be paid without examination under Article 84 (*a*) for schools due for inspection before November next. You should not make this recommendation in the case of any school that did not get the highest grants at the last inspection, under Article 101 (*a*), (*b*), and (*e*), or Article 98 (*a*) and (*b*), without ascertaining that the managers do not object to your so doing.

"4. But when all possible use has been made of Article 84 (*a*), there will still in some Districts be difficulty in finding time for two visits without notice, at the outset of the new system. The difference in the time spent in inspecting a large and a small school under the new system will be much less than the difference under the present system. In Urban Districts, where the schools are large and few in number, the time occupied by inspection will necessarily be shorter than hitherto. In Rural Districts, where the schools are small, numerous, and extend over a large area, inspection under the new system seems likely to occupy more time than under the former system of uniform annual examination. In such Districts it will be necessary for an Inspector to economise his time very carefully, and, if possible, to arrange that one school shall be taken in the morning and another in the afternoon by at least some members of his Staff. The fact that no papers will have to be revised in the case of schools visited without notice will lighten the clerical work, and enable you and your Staff to spend more afternoons than has been hitherto possible in the schools. In course of time, as the new system becomes gradually of more general application, it will probably be possible for most of the papers worked at the schools which may remain under annual examination, to be revised on Saturdays.

"5. In Urban Districts the new system will obviously be brought into operation sooner than in Rural Districts, and will probably, as has been pointed out, result in a considerable diminution of work. It may be possible, therefore, to make arrangements at a comparatively early date that some Inspectors in Urban Districts should give help to Inspectors in Rural Districts during some months of the year.

"6. You will observe that Article 84 (*b*) says that the Inspector, in cases under the Article, 'will pay, *as a rule*, during the school year, two visits, which will *usually* be without notice.' It is not absolutely required that there should be two visits, or that the visits should be without notice. But my Lords attach great

importance to the visits being without notice, and consider that, in the absence of special reasons to the contrary, all visits should be so made. Where, from the inaccessibility of the school or any other reason, only one visit can be paid, that must be a visit without notice. In schools where the pupil-teachers work half time, you might often be able to arrange your two visits so that at one or the other of them you will be able to see each pupil-teacher at work. Visits made in order that you may report on the Teaching, Reading, and Recitation of candidates for the Certificate or Queen's Scholarship Examination must be arranged beforehand, and should, as a general rule, be in addition to the ordinary two visits provided for by the Article. If the examination of candidates for Labour Certificates cannot be arranged at a visit without notice, you should consider how far you can meet the difficulty by holding periodical special examinations by arrangement with the Local Authorities."

CIRCULAR 399.

ANNUAL REPORTS AND VISITS UNDER ART. 84 (*b*).

(ISSUED BY EDUCATION DEPARTMENT TO H.M.I., MAY, 1897.)

My Lords have observed that Schools inspected under Article 84 (b) of the Code are occasionally visited shortly after the end of the School year and before the report for that year has been transmitted to the Department, and that the observations made at such visits have been incorporated in the report.

In order to avoid any misapprehension, I am to point out that in the case of a School inspected under Article 84 (*b*) the report must depend solely on the visit or visits paid during the School year to which the report refers.

It may be sometimes necessary, for the present, to hold an examination in specific subjects after the end of a School year, but in that case the results of that examination only should be taken into consideration in connection with the pending report on the state of the School.

GRANTS TO SCHOOLS INSPECTED UNDER ART. 84 (*b*).

CIRCULAR 402.

(ISSUED BY EDUCATION DEPARTMENT TO H.M.I., NOVEMBER, 1897.)

SIR,—Some misapprehension appears to exist as to the course which my Lords desire H.M. Inspectors to adopt in the case of schools inspected under Article 84 (b) of the Code, which have, in the opinion of H.M. Inspectors, deteriorated in educational value.

I may point out that, except in cases of very marked deterioration, any reduction of the grant without a year's previous warning should be avoided. It is essential to the steady working of a school that the managers should, in ordinary circumstances, be able to rely with reasonable certainty upon the stability of that portion of their income which is derived from the grant.

Accordingly in cases where at the close of the school year a falling off in efficiency has taken place to such an extent that if no improvement is effected, it will, in your judgment, be impossible that the grant should continue to be paid at the previous rate, a distinct warning of a probable reduction of grant next year should be given in your annual report.

A few instances may, however, occur where a very marked reduction in efficiency in the course of the school year renders it impossible to justify a further payment of public money at the same rate as in the previous year. In such cases, the managers, if they take an active part, as it is essential they should, in the supervision of the school; and the teachers also, can hardly fail to be aware that they cannot expect an unreduced grant; and, moreover, though a year's warning cannot be given, there is no reason why, as a general rule, the defects in the school should not be pointed out in a less formal manner (as indicated below), and opportunity given for their removal, before any final decision is arrived at by the Inspector.

When an Inspector, at his first visit in a school year, finds that there is any falling off in efficiency, it will be his duty to point out to the teacher and the managers (if they are present), the defects in the instruction, discipline, or organisation, and to give them his advice as to the best means of remedying those defects,

and a note should also invariably be made in the Log-Book of the school. In such cases, a second visit should always be paid during the school year; if possible by H.M. Inspector personally. In some cases a third visit may even be found necessary.

Whether, in any particular case, the school should be placed on the list for annual examination, is left to the discretion of H.M. Inspector in accordance with his instructions. It is obvious that a school may cease to be of sufficient merit to receive the highest grants, and yet be in no danger of becoming inefficient. In extreme cases it may even be necessary to give a formal warning under Article 86, without placing the school previously on the list for annual examination. But, in order to warrant this course, the circumstances must be very exceptional.

Whenever a school is subjected to a reduction of grant, or replaced on the list for annual examination, or a formal warning given, the reasons must be clearly set out in the Inspector's report.

READING IN SCHOOLS.

CIRCULAR 407.

(ISSUED BY EDUCATION DEPARTMENT TO H.M.I., DECEMBER, 1897.)

The teaching of reading aloud in elementary schools is so often unsatisfactory, that it seems desirable to invite the special attention of H.M. Inspectors to the subject.

The main object to be attained by the teaching of reading aloud seems to be the cultivation of, first, audibility of speech and, secondly, intelligent expression. Intelligent expression may be taken to mean such modulation of the voice as correctly interprets the meaning of a writer for a hearer. It is sometimes called shortly "intelligence," an abbreviation which has been at once the cause and the effect of a good deal of confused and futile teaching.

It is generally admitted that the reading in schools and the teaching of reading are unsatisfactory; nor are the reasons far to seek. They are, probably,

(1) *The largeness of classes and the presence of many classes in one room.*—It is obviously impossible to give sufficient individual practice in classes consisting of forty, fifty, or of even a greater number of children; or any practice worthy of the name in the midst of confusion and clatter. The least of the evils for which this vicious organisation affords an excuse are the generally harmful, because slovenly, practice of simultaneous reading, and the neglect of individuals; the commonest and the worst result is the cultivation of a slipshod indistinctness of utterance, and the production of a monotonous or sing-song intonation which is clearly recognisable as the effect of unison practice in a primary school.

And even in learning to recognise the printed symbol, the children of primary schools are slower than they would be if teachers did not frequently fall back on the device of the collective or simultaneous exercise, which encourages unthinking uniformity and represses individual effort.

A premature and ill-judged regard for "expression"; and the consequent neglect of those mechanical parts of the reading exercise which are well within the range of the young pupils' power of achievement. Teachers are naturally anxious to impart a fluent modulation which shall indicate the comprehension of shades of thought and phrasing, and in pursuit of this complex and all but unattainable end they leave the attainable and simpler physical excellences unsecured. With ordinary care, children can be made to read with all due attention to the precise rendering of final *consonants*—of the highest importance in a language which throws its accents back and persistently slurs its final *vowels*—and can be made to produce their vowels *ore rotundo*. But to cultivate modulation and intonation by setting a short pattern to be imitated is to encourage a kind of hypocrisy that exposes itself in an unprepared passage at once and unmistakably.

Under most circumstances *short* "pattern reading" is of doubtful value, though special justification is claimed for it in those parts of the country where the popular speech is a droning monotone. If given by a teacher to children before they have themselves tried a passage, it discourages the

effort to get naturally at the right rendering through a "first hand" comprehension of the meaning. When "pattern reading" is considered necessary, it is best to choose a passage which the class is *not*, on this occasion, about to read; and the passage worked out by the children under the direction of the teacher may be read aloud by the teacher, or by a bright pupil, at or towards the end of the lesson, serving a purpose like that of a "fair copy" of a written exercise or of a properly corrected and worked sum.

(3) *Neglect to insist on careful articulation at all times.*—Many teachers reserve such attention as they bestow on articulation for the reading lesson, whereas it should be obvious that success in securing precision depends on the cultivation of a good habit of speech at all times. Truncated and "woolly" enunciation should be permitted in no circumstances; no answer to a question should be accepted from a child (unless he is conspicuously lacking in self-confidence) which is not clearly heard by every member of the class; and children should be encouraged to acquire the power of continuous audible speech by the exaction of reasonably long descriptions, *résumés* of lessons heard, and careful recitation. Nor is it necessary that in a reading lesson a book should lie open before every member of the class. Variation in procedure is valuable in every part of the school curriculum, but in the reading exercises perhaps more than any other. A practice full of profit to every member of a class (including the teacher) is to make each in turn read exclusively to the *ears* of his comrades, and not, as is usually the case, to their *eyes* alone.

(4) *Confusion of an Expository or Information Lesson with Practice in Reading aloud.*—Any lesson in which books are used may serve the purpose of "cultivating intelligence," and it is not the reading lesson alone that gives fit opportunities for varied illustrations. But teachers too commonly overload themselves in a reading lesson with materials and information in order to make it interesting; and then try to communicate or evoke all sorts of knowledge, stopping occasionally by the way to hear the children read and to correct mistakes in the rendering. This is satisfactory neither to the teacher, whose resources it wastes, nor to the class, whose attention it weakens and dissipates. Teachers do best to divide reading lessons into two separate parts and to determine in what order these shall receive chief (not necessarily all) attention, according to the attainments of the class and the character of the passage to be read. Attention should be continuously given, at the one time, chiefly to the matter read, and at the other, chiefly to the manner of reading.

Children should not usually be asked to read a passage aloud until they have had sufficient time to master its general meaning by silent study. Until they have been allowed to do this, it is neither fair nor profitable, nor even reasonable, to expect them to read with "intelligence." It is a peculiar and marked defect of our common primary school practice to give the children so little at any time and in any subject to "get up" for themselves; they suffer from lack of what has been called "a little wholesome neglect"; the teacher too often tells or "elicits" all that they are expected to know. There is, therefore, too little intellectual activity, readiness, discursiveness, or originality, in some of the best of our schools; and, in consequence, there are too few signs in reading aloud of the individuality of expression which we call "intelligence."

VERY BACKWARD CHILDREN IN SCHOOLS FOR OLDER SCHOLARS.

CIRCULAR 395.

(ISSUED BY EDUCATION DEPARTMENT TO H.M.I., APRIL, 1897.)

In a considerable number of the larger schools for boys and girls there are found groups of children, some of whom are nearly ten years of age, who at the time of their admission were almost wholly ignorant and quite without school habits.

Among the causes for this deplorable state of things may be named, total neglect or irregularity of school attendance in early childhood; the migratory character of some families and their consequent evasion of the Attendance Officer; an

abnormally slow development of intellectual power, in some cases bordering on imbecility; and delicacy of health in early childhood, due often to bad nutrition. There are also a few children with slight epileptic tendencies; and a small number are crippled or paralysed. These classes of children cannot generally be taught with ordinary scholars capable of passing through the First Standard in the course of year, except at the cost of very great anxiety on the part of the teachers and some strain upon the school organisation: whenever this is attempted, educational progress is imperfect and slow; and, not seldom, the habit of truancy is the result.

These children are, as a rule, of a mental type above that suited to the special classes for those of defective intellect from which classes the large majority of them should be excluded.

Separate organisation, therefore, is required for their instruction and training: the same organisation, however, will probably not be suited to all schools. You should, therefore, point out to the Managers the desirability of adopting, according to circumstances, one of the three following plans *in all cases in which it is thought that the number of these very backward children is insufficient to justify the employment of an additional teacher in their own school*:—

(*a*) The establishment of a separate preparatory mixed class of boys and girls in a class-room of its own;—this class should be, if possible, connected with the girls' department, and should be in the hands of a teacher specially skilled in training older infants, and she should be authorised to exclude all such boys as she finds beyond her power of control.

(*b*) The infant mistress may be made responsible for the instruction and training of these children in her school; the right being reserved to her to refuse any boys whom she may deem unsuitable companions for her infants. These children should, if possible, be formed into a special class of the infant school, and should in no case be drafted into either of the lowest two classes.

(*c*) In a small number of schools the reorganisation of the staff of the boys' and girls' departments, coupled with the re-classification of the children, might enable the Managers to devote the entire service of one teacher to such a class. So far as the rules of the Department and the Code are concerned, a school may be organised for this purpose on lines which, whilst following generally the curriculum included under the ordinary Standards, do not necessarily aim at covering exactly in any one year the limits laid down by any one Standard, but which seek to reach by different stages the same ultimate educational level as that covered by Schedule I. of the Code.

Unless some one of the above suggested plans, or some plan equally efficient for the instruction of very backward scholars, is adopted, it will be your duty to recommend the lower Discipline and Organisation Grant; and in some cases it may be necessary, after due warning, to withhold that Grant altogether.

VISIT WITHOUT NOTICE.

ARTICLE 21. FORM 10 S.

_____ School.

County of _____

REPORT OF VISIT WITHOUT NOTICE, paid to this School on the _____ day of _____ 1900.

N.B.—This form is to be used *only* where the Inspector wishes a report of his visit to be sent *at once* to the Managers, *e.g.*, if he finds the Registers improperly kept—the Teacher absent—the Time Table not hung up, or any provision of the Act, or Code, violated, which calls for immediate action or serious warning. The report must be written concisely, very clearly, and in the exact words in which H.M. Inspector wishes it to be communicated to the Managers.

H.M. Inspector is requested to be very careful to give the *full official name* of the School, as otherwise it cannot always be properly identified.

[REPORT.]

(Signed)

H.M. Inspector.

1. Send Form 32 (s) to Correspondent.
2. File in Agenda Portfolio.

Examiner's Signature.

LARGE CLASSES.

CIRCULAR 362.

(ISSUED BY EDUCATION DEPARTMENT TO H.M. INSPECTORS OF SCHOOLS, MARCH, 1895.)

"The existence in some Schools of Classes which are so large that the Teacher can neither control nor instruct them satisfactorily, is a well-known educational difficulty. In order to enable the Department to form a more exact conception of the results, both to teachers and scholars, of such organisation, it would be desirable that, if such Classes exist in your District, you, or one of your Staff, should pay a visit to one of them and spend some time in observing it.

"A report of the results of the visit should be drawn up under the following heads, and subsequently transmitted to this Department.

"1. The teacher's position—whether he could control the whole Class by keeping all the scholars in view without crowding three scholars into a dual desk or overcrowding otherwise.

"2. The teacher's voice—how far the tone was affected by straining the voice unnaturally.

"3. The amount of attention that was given to backward scholars.

"4. The correction of the exercises—whether this was done with due attention to errors.

"5. The practice in reading—how far it was possible to give every scholar an opportunity of reading a paragraph or two.

"6. The amount of punishment given for inattention or talking, and the general effect upon the temper of teacher and scholars.

"7. The possibility of relieving the numbers by more rapid promotion of the more forward scholars to a higher Class.

"The above are the main points for your consideration, but it is not intended to prohibit you from adding any remarks which may suggest themselves to you, and which you may deem valuable."

APPOINTMENTS IN CIVIL SERVICE.

FORM 45.

(COPY OF LETTER ISSUED BY EDUCATION DEPARTMENT ON TRAINED TEACHER SEEKING APPOINTMENT IN CIVIL SERVICE.)

"Adverting to your letter of the
I am directed to state—

"1. was engaged as
Pupil-teacher in the school in
189 , and completed his engagement in 189 .

"2. So far as the records of this office show, he is eligible in respect of health and character for employment in the public service.

"3. I am, however, to inform you that unless my Lords receive some satisfactory reason for his change of profession, They must withhold their sanction to his appointment until They have been indemnified for his training as a Student in a Training College. The sum claimed by their Lordships is £ : : .

"4. There are no records relating to Mr. in this office. In none of the situations which he has held does he appear to have come under the notice of any of their Lordships' officers."

REPAYMENT OF COST OF TRAINING OF TEACHERS APPOINTED TO GOVERNMENT SCHOOLS IN THE COLONIES.

CROWN AGENT FOR THE COLONIES, DOWNING STREET, LONDON, NOVEMBER 28TH, 1898.

In reply to the inquiry contained in your letter of the 24th instant, I beg to inform you that the Lords Commissioners of the Treasury have recently agreed, on Mr. Chamberlain's recommendation, that the repayment by teachers in public elementary schools of the cost of their training should no longer be enforced in cases in which they are appointed to Government Schools in the Crown Colonies.

CIRCULARS REFERRING TO TIME TABLES.

CIRCULAR 21.

CIRCULARS TO H.M. INSPECTORS.

(ISSUED BY EDUCATION DEPARTMENT, MAY, 1871.)

"I am directed to remind you that, before approving a Time Table under the Minute of 7th February, 1871, you must ascertain that it conforms to Section 7 of the Elementary Education Act.

"This is all that is essential in order that you should affix your signature.

"To prevent any misunderstanding on this point, I am to request that you will enter on Time Tables which satisfy the prescribed conditions, 'approved on behalf of the Education Department *as fulfilling the requirements of Section 7 of the Elementary Education Act*, 1870.'

"But, in advising Managers as to the arrangements shown on a Time Table for the distribution of work during the hours of instruction in secular subjects, you will remind them—

"1. That payment of grants to a Public Elementary School depends upon the fulfilment of Article 23 of the New Code.

"2. That payment of grants for special subjects depends upon the fulfilment of Article 21.

"3. That the 'use of ill-adjusted Time Tables'—(Instructions of September, 1862)—is one of the faults for which the grant to a School may be reduced under Article 32 (*b*).

"H.M. Inspectors ought not to interfere with the responsibility of Managers and Teachers for the details of School work. The efficiency of their arrangements will be tested by the results produced at the annual examination of their School; but you can point out any serious objection to a Time Table which is presented to you for signature, leaving the Managers to decide whether they consider an alteration necessary.

"If the Time Table does not show the classes and subjects entrusted to the Pupil Teachers, and the time given by the principal Teacher, during School hours, to their technical instruction in the Art of Teaching, these particulars ought to be entered in the Log-Book, and enquiry should be made, at the time of your visit, as to how far the arrangements so recorded are carried out in the daily work of the School."

CIRCULAR 51.

(ISSUED BY EDUCATION DEPARTMENT, AUGUST, 1872.)

"1. My Lords are frequently asked whether, and if so, under what circumstances, the Managers of a School may allow a Time Table which has been approved by H.M. Inspector, to be departed from in the daily work of a School.

"2. So far as a Time Table sets forth, as required by Section 7 of the Education Act, the time, or times, to be devoted to instruction in *religious subjects*, no change may be made without the express sanction of the Inspector. This sanction ought not to be given, in the course of the School year, except upon formal application from the Managers, nor unless strong grounds for the change are shown. The

parents of scholars attending a Public Elementary School ought to know for certain at what time or times they may withdraw their children if they wish to do so.

"3. Any neglect of this division of the Time Table will entail a forfeiture of grants. The loss will fall upon the Managers, and they must, therefore, see carefully and constantly to this point.

"4. So far as the distribution of the time devoted to *secular instruction* is concerned, the case is different; as the approval by the Education Department, required under Section 7 (2) of the Elementary Education Act, does not apply to such distribution of time. A Time Table, however, for all subjects taught, is necessary to secure order and regularity in the daily work of a School, and when once settled ought to be adhered to. It otherwise ceases to be of any use for the information of the parents, or to be a guide to the Inspector in forming his judgment of a Teacher, or in examining a School.

"5. The Managers should therefore arrange with the Inspector, at his yearly visit, what the Time Table for the ensuing year is to be; if they allow the Teacher to alter it permanently during the School year, a special note of the change allowed should be made by the correspondent in the Log Book; and a copy of the Table, as corrected, ought to be at once put up in the School.

"6. Occasional deviations from the Table may be allowed without so formal a record, but they also should be noted by the Teacher in the Log Book; if frequently resorted to without good reason, they must be regarded as a proof of the Teacher's inefficiency, and may cause the grant to be reduced.

"7. The Inspector will therefore read the 6th paragraph of the Minute of 7th February, 1871,* as referring to the Time Table, so far as it has been approved under Section 7 of the Education Act; but so far as the hours of secular instruction are concerned, he will note in the Log Book, for the information of the Managers, every case in which he finds a School not being taught according to the ordinary Time Table, unless there is a record in the said Log Book of the reason why the order of instruction set forth in the Time Table has not been observed."

Circular to H.M. Inspectors with reference to the Hours of Inspection.

(ISSUED BY EDUCATION DEPARTMENT, MAY, 1876.)

Sir,

I am directed to forward for your information and guidance the annexed copy of a question recently addressed to this Department, and of the reply made thereto.

I am, etc.

"*25th March*, 1876.

"I wish on behalf of the Managers to know whether the Inspector was acting according to the Code when he appointed the inspection of the above schools at 9.15 of last Friday morning, the Time Table, duly authorised, appointing 9.15-45 for religious instruction."

(COPY OF REPLY BY EDUCATION DEPARTMENT.)

"Adverting to your letter of the 25th ult., I am directed to remind you that section (7) (3) of the Act of 1870, provides that every Public Elementary School 'shall be open at all times to the inspection of any of H.M. Inspectors.'

"Their Lordships expressly wish the Inspectors to be present in person at, or as soon as possible after, the opening of every school they visit. This rule can easily be observed in town districts; but, even in the country, where an Inspector may have to travel some distance before reaching a school, it is of importance that he should see as much as he can of its organisation and arrangements before he commences the duties of the day. These duties must be conducted without regard to the Time Table, and naturally throw the school out of its usual working order.

"Unless, therefore, the Managers should specially wish it to be otherwise, the whole of the time during which a school is open on the day of inspection may be devoted to

* "6. That the Inspector, at any visit which he pays to a School without notice, shall report to the Education Department if he finds that the work of the School is not being carried on according to the approved Time Table, or that the Time Table itself is not exhibited in every School Room."

examination, just as, under section 76 of the Act of 1870, two entire days in the year may be devoted by the Managers to instruction in religious subjects.

"It is also of importance that the Inspector should be able to conduct the examination of the scholars during the ordinary school hours, and he should always see the classes in their usual places that he may note how far it is necessary to break them up for the Standard examination. There is no better test of proper organisation.

"Their Lordships have occasionally received complaints of the late hour at which inspection commences. They are glad to hear that in your county the rule is generally observed of arriving at 9 o'clock at those schools which have to be inspected in the morning, as schools invariably ought to be, except where two small ones are visited by the Inspector on the same day.

"You will further bear in mind that an Inspector cannot report whether the Time Tables and Conscience Clause are observed unless he has free access to the schools in his district at all hours."

TIME TABLES AND RELIGIOUS INSTRUCTION.

Are Occasional Deviations Permitted?

The following query was submitted to the Department:—

"Can a lesson in a secular subject be occasionally given during the time set apart in the Time Table for religious instruction, provided each deviation be previously noted in the Log Book?"

[Reply]

"Adverting to your letter dated the 14th inst., I am directed to state that *no alteration in the Time Table which affects the time or times devoted to religious instruction can be made without the express sanction of H.M. Inspector.* I am to refer you to Section 7 (2) of the Elementary Education Act, 1870, and paragraph 2 of circular 51." (Official letter, October 26th, 1899.)

FORM 46.

Sanitary Arrangements in Mixed Schools.

(ISSUED BY EDUCATION DEPARTMENT.)

"I am directed to inform you that every Mixed School which is attended by Scholars above seven years of age must be furnished with separate offices for the Boys and Girls—having, if possible, separate doors and approaches from the School-room for the two sexes, in accordance with the instructions which are printed below.

"I am to inquire whether you are prepared to make the necessary alterations accordingly.

"A ground plan showing them should be forwarded with your reply."

INQUIRIES CONCERNING TEACHER.

FORM 13 B.C.

(ISSUED BY EDUCATION DEPARTMENT ON APPOINTMENT.)

SIR,

I am directed to request that you will be so good as to return this Form to this Department, with the Schedule carefully filled up on behalf of _____

I have the honour to be, &c.,

N.B.—It is requested that all letters notifying the appointment of Teachers may contain sufficient particulars to enable this Department to identify them.

1. Name, in full,
(If a married woman, state maiden name also.)
(*a*) Registered Number of Teacher.

2. Exact Date of birth.

3. In what School now employed?
Date of entry on duties in such School.
State whether Principal, or Assistant Teacher.

4. Whether formerly engaged in a School under inspection, and, if so,
(*a*) In what School?
(Full Official name of School should be given.)
(*b*) Date of entry.
(*c*) Date of leaving.

(Issued by the Education Department as occasion requires.)

Form 30B.

"Adverting to

I am to enquire whether you received testimonials

on account of

from the Managers of the

School.

If not, I am to request that you will communicate with

who is the official correspondent for that School.

You will understand that this enquiry does not imply that the Teacher is not recognised by this Department."

PRESENTS, TESTIMONIALS, ADDRESSES.

Circular 330.

(Circular to H.M. Inspectors, Sub-Inspectors, and Inspectors' Assistants, issued June, 1893.)

"Several presentations of addresses have recently been made to officers of the Department on their removal to new districts, and in one or more instances these presentations have been accompanied by gifts of articles of substantial value.

"I am directed to call your attention to Circular 189, which is reprinted herewith; and I may take the opportunity of explaining more fully the rule which their Lordships have laid down.

"Their Lordships do not object to the presentation of an address which merely testifies to the esteem and respect of the friends of the officer of the Department in the district which he is leaving.

"But any address which is a testimonial of the manner in which his duties have been performed must be refused; as must also, under all circumstances, presents of a substantial value.

"Acceptance of such presents by the wife of the officer, instead of by himself (a case which has sometimes occurred) can only be regarded as an evasion of these instructions, and must also be considered to be expressly prohibited."

[Copy.] Circular 189.

Circular to H.M. Inspectors.

"My Lords have observed that, of late, the presentation to Inspectors of Testimonials subscribed for largely, if not solely, by Teachers of Schools in the Districts in which the Inspectors are, or have been, employed, has become increasingly frequent.

"While their Lordships are glad to find that cordial relations exist between the Inspectors and those with whom their duties bring them in contact, they believe that the acceptance of any such Testimonial may, in certain cases, be misconstrued, either by the Subscribers themselves or by the public. It might well appear, however, to be an ungracious act were an Inspector, in present circumstances, to refuse acceptance of such a Testimonial.

"It is to render unnecessary any hesitation on this point, as well as any misunderstanding to which such a refusal might give rise, that their Lordships have determined to lay down a rule on the subject.

"They desire me, therefore, to state that, for the future, the acceptance of any such Testimonials must be refused. Should the refusal appear ungracious, the official rule may be appealed to.

"In laying down this rule, their Lordships have followed a precedent which exists in many cases, both in the public service and in other positions analogous to that held by Inspectors. They believe it to be one which is not only necessary for the public service, but will be found to be conducive to the interests of H.M. Inspectors themselves, more especially in their relations with both the Managers and Teachers of inspected Schools.

"P.S.—The Rule now laid down will apply to the Inspectors Assistants, to whom a Copy of this Circular has been sent for their guidance."

Circular 360.

PRECAUTIONS AGAINST FIRE IN ELEMENTARY SCHOOLS.

(Issued by Education Department to H.M.I., January, 1895.)

In view of the increased danger of fire occasioned by the more general use of schoolrooms in the evening, for meetings of various kinds, both in accordance with Acts of Parliament and otherwise, my Lords think it desirable that you should, at your visits to all Schools, and especially to Evening Continuation Schools, con-

sider what precautions are taken against the danger of a panic arising from an alarm of fire.

You should strongly advise that all doors should be made to open outwards, and that they should be sufficient in number and size to provide for the speedy exit of those who are in the room. In large Schools at least two separate exit doors are most desirable; in small Schools one may be sufficient.

PENSIONS TO TEACHERS.

Form issued by Education Department to Correspondent to Managers.

PENSIONS. FORM 40.
Article 130.

SIR,

In reply to your letter of the
I have to request that you will be so good as to fill up the annexed form and return it to this Department,

I am, &c.

To

1. Name in full of Applicant for Pension.
2. *Exact* date of Birth.
3. Date when the Applicant obtained a Certificate
   The Certificate should be forwarded.
4. If a married woman and her husband is living—
   (*a*) What is his occupation?
   (*b*) What means of livelihood does he possess?
5. In what Schools, or Training Colleges, has the Applicant been employed?

Name (in full) of School or College.	Whether under inspection.	Whether Principal, Assistant, or Pupil Teacher.	Exact date of entry.*	Exact date of leaving.*	Name and Address of Correspondent or Manager to whom reference may be made if needed.

* N.B.—State how any intervals of employment were occupied.

6. State how Applicant is incapacitated from continuing to teach efficiently. *If the Applicant seeks to retire on the ground of failure of health before the age of* 60 *(men) or* 55 *(women), a Medical Certificate must be filed herewith, stating the nature of the complaint, and that it will permanently incapacitate him (or her).*
7. What has been the annual average salary and emoluments (*in money*) received by the Applicant *from all professional sources whatever* during the last seven years?
8. (*a*) What *other* emoluments has the Applicant enjoyed during the same period?
   (*b*) Was a House or Lodgings provided, rent-free?
9. What has been the average number of Scholars attending the Applicant's School during the same period?
10. State briefly the circumstances which, in the opinion of the Managers of the School, warrant this application for a Pension.
11. (*a*) Does the Applicant propose to follow any, and what, occupation after retiring from the office of Teacher?
    (*b*) What means of livelihood will the Applicant possess besides any Pension which may be awarded by the Committee of Council?

CERTIFIED EFFICIENT SCHOOLS.

CIRCULAR 137.
Revised.

ELEMENTARY EDUCATION ACT, 1877, SEC. 48.

(ISSUED BY EDUCATION DEPARTMENT, AUGUST, 1893.)

"I am directed to forward, for your information and guidance, the annexed copy of the Rules (as amended) which the Lords of the Committee of Council on Education have laid down with respect to the conditions under which they will be prepared to recognise as "certified efficient schools," under the Education Act, 1876 (sec. 48), those elementary schools which do not seek annual aid, and are not inspected by the officers of other departments of the State.

"The efficiency of every such school will have to be tested in respect of—

1. The premises in which it is held.
2. The results of the secular instruction.

"1. Your inquiry under the first head will extend to all the points on which the Department are required to be satisfied, under Art. 85 of the Code, in the case of an annual grant school.

"My Lords are not prepared to certify any school as efficient which does not, in these particulars, come up to the standard required as a condition of annual grants.

"2. The standard of instruction fixed by the rules is higher than that fixed in 1877. My Lords then specially reserved to themselves the power of hereafter requiring as a condition of a certificate of efficiency the same standard of attainments in the school as would be required as a condition of an annual grant, and they consider that the time has now come for exercising this power.

"Should you find the instruction in any school more advanced than the standard suggested in the rules, you will report what results are actually attained in the school, and the higher subjects, if any, in which proficiency is shown by the scholars.

"If on the occasion of any visit to a certified efficient school you find that the managers wish to apply for annual aid, you will inform the managers that they must intimate their wishes to this Department, if they have not already done so, reminding them that no grant can be made to any school which is not conducted as a *public elementary school* within the meaning of the Education Act of 1870 (sec. 7).

"My Lords will expect you to report upon the certified efficient schools which you visit, either when specially called upon to do so, or in any general report on your district, which is presented to Parliament."

Rules as to Certified Efficient Schools.

1. The managers of any elementary school who wish the school to be certified as efficient will, on writing to the Secretary, Education Department, Whitehall, London, S.W., receive instructions as to the manner in which their application is to be conducted.

2. The Department, on agreeing to entertain the application, will direct one of Her Majesty's Inspectors to report upon the school. The Inspector will give notice beforehand to the managers of the day fixed for his visit.

Preliminary Conditions.

3. Before a school is certified as an *Efficient School*, the Education Department must be satisfied that—

(*a*) Elementary education is the principal part of the education given in school, and that the ordinary payments, in respect of the instruction, from each scholar do not exceed ninepence a week.

(*b*) The school is not conducted for private profit, and is not farmed out by the managers to the teacher. The managers are responsible for the payment of teachers and all other expenses of the school.

(*c*) The managers are responsible for the conduct of their schools, for their maintenance in efficiency, and for the provision of all needful furniture, books, and apparatus, and in particular of—

- (*a*) suitable registers;
- (*b*) a portfolio to contain official letters;
- (*c*) a diary or log-book;
- (*d*) a cash book;
- (*e*) the Code and Revised Instructions for each year.

The log-book must be stoutly bound and contain not less than 300 ruled pages. It must be kept by the principal teacher, who is required to enter in it from time to time such events as the introduction of new books, apparatus, or courses of instruction, any plan of lessons approved by the Inspector, the visits of managers, absence, illness, or failure of duty on the part of any of the school staff, or any special circumstances affecting the school that may for the sake of future reference or for any other reason deserve to be recorded.

No reflections or opinions of a general character are to be entered in the log-book.

(*d*) The school premises are healthy, are properly constructed, lighted, warmed, drained, and ventilated, are supplied with suitable offices, and contain sufficient accommodation for the scholars attending the school.

N.B.—All new school premises and enlargements must conform generally to the rules contained in Schedule VII. of the Code, and the plans must be approved by the Department before such new premises and enlargements are passed. The numbers for which such new premises and enlargements are passed will generally be calculated in accordance with the rules in Schedule VII. Schools already certified as efficient will be regarded as accommodating the number of scholars for which they have been hitherto recognised by the Department, provided that in no case there shall be less than 80 cubic feet of internal space and 8 square feet of internal area for each unit of average attendance. If in the neighbourhood of any school there is a deficiency of school accommodation, which is being supplied with due despatch, the accommodation of that school may with the consent of the Department be temporarily calculated at 80 cubic feet and 8 square feet for each unit of average attendance.

(*e*) The school is properly provided with furniture, books, maps, and other apparatus of elementary instruction.

(*f*) The teacher is efficient, and is not allowed to undertake duties, not connected with the school, which occupy any part whatever of the school hours.

(*g*) The girls are taught plain needlework, as part of the ordinary course of instruction.

Standard of Instruction, Discipline, and Organisation.

4. The school must reach a standard of instruction, discipline, and organisation that would enable the Inspector to report it as efficient under Art. 86 of the Code, subject to the provisions in that Article as to warning, number of reports, and appeal.

5. The school must meet in the morning and afternoon, in the course of each year, not less than 400 times, or a smaller number of times if it is carried on, under an arrangement approved by the Department, with the view of satisfying the requirements of any bye-law passed by a local authority, for the half-time instruction of children above 10 years of age.*

6. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction in secular subjects less than two hours in a school or class for older children, or one hour and a half in a school or class for infants.

The minimum time constituting an attendance may include an interval for recreation of not more than 15 minutes in a meeting of three hours, and not more than 10 minutes in a shorter meeting.

School Registers.

7. The registers must be kept in the manner prescribed in the 2nd Appendix to the Revised Instructions.

General Conditions.

8. An Inspector may visit any certified efficient school at any time without notice, and will endeavour to do so *with notice* once every year.

* An arrangement under this rule may provide for a school being open only in the morning or afternoon, of each day, or twice a day for certain months in the year.

9. The managers will, when called upon, report as to the teacher's character, conduct, and attention to duty.

10. The Inspector will report whether the school is efficient in premises, organisation, discipline, and instruction, and whether the registers are properly kept.

11. The certificate that a school is efficient may at any time be recalled or suspended, if—

(*a*) Any one of these reports is unsatisfactory; or,

(*b*) Any of the conditions on which the certificate was granted cease to be fulfilled; or

(*c*) The Department is not satisfied that all returns called for are duly made, the admission and daily attendance of the scholars carefully registered, and all returns and certificates of character may be accepted as trustworthy.

12. Notice of the issue, suspension, or withdrawal of a certificate of efficiency will be given to the local authority of the district in which the school is situated.

13. Notice is to be given to the Department, by the managers, of any change of teacher in the school.

14. The managers must appoint a correspondent with the Department, and must give notice of any change of correspondent.

15. Teachers cannot act as managers of, or correspondents for, the schools in which they are employed.

DIRECTORY FOR THE ORGANISATION AND CONDUCT OF EXAMINATIONS FOR THE COOKERY DIPLOMA.

(Issued by the Education Department, 1899.)

INFORMATION TO CORRESPONDENTS.

1. Age Limit and Medical Certificates:
Candidates must be 19 years of age and have forwarded a satisfactory Medical Certificate, before they will receive permission to be examined for a Cookery Teacher's Diploma.

2. Period of Training:
A minimum number of hours, viz., 840, are required for the training of each Candidate, but Committees of the Training Schools are at liberty to extend the training over a greater number of hours if they desire to do so.

3. Hours per Week:
(*a*) If the Candidates desire to train in two domestic subjects concurrently, it is considered that not less than 15 hours per week should be devoted to either Cookery or Laundry Work.
(*b*) If Cookery and Laundry Work are taken concurrently, it is considered that not less than 15 hours should be devoted to Cookery and the remainder to Laundry Work.
(*c*) If Cookery or Laundry Work is taken as a single subject, *i.e.*, not coupled with any other subject, or with each other, not less than 20 hours per week should be devoted to the single subject.

4. Hours devoted to Class Teaching:
Not less than 80 hours, or more than 100, may be deducted for training in teaching Classes of children from the minimum number required, *i.e.*, 840 hours. This takes the place of the regulation as to one-sixth of the period of training stated in Circular 317.

5. Hours devoted to Science and Teaching:
The Committees will make their own arrangements as regards the time allowed to students for studying Elementary Hygiene, Chemistry (*Alternative Course*), and the Principles and Practice of Teaching, but it must be understood that not more than 80 hours may be deducted for these subjects from the minimum number required, *i.e.*, 840 hours.

6. LIMITED DIPLOMA:
The total number of hours required for the Limited Diploma will be 280.

7. HOURS PER WEEK:
Candidates should spend not less than five hours per week in training for this Certificate, but should be encouraged to devote seven hours if possible.

8. HOURS DEVOTED TO CLASS TEACHING:
Not less than 26 hours must be spent in training in teaching children Cookery.

SPECIAL PAPER:
These Candidates will not be required to hold the Science and Art Certificates, but are expected to take the special paper on Food (*i.e., Part II. of Paper B.*) and the other theoretical papers set by the Department (*See Paragraphs 13 and 14*).

10. NOTICE OF SCHOOL HOLIDAYS, &C.:
Notice of School Holidays, either for one day or the usual vacations, must be notified to the Inspectress of Cookery at the above Department, within seven days of the proposed holiday. Cards will be supplied for this purpose on application to the Inspectress of Cookery, Education Department.

11. DIVISION OF SCHOOL YEAR:
For the purpose of Examination my Lords have decided to divide the year into Three Terms, *i.e.*, Winter, Summer, and Autumn:

Winter Term - - - - - -	January to Easter.
Summer Term - - - - - -	Easter to end of July.
Autumn Term- - - - - -	August to end of December.

N.B.—The length of vacations and when they should occur is left to the option of the Committees.

12. THEORETICAL EXAMINATIONS:
In accordance with the desire of the Training School Authorities, two papers will be set on the Theory of Cookery and on Food.

13. NATURE OF PAPER A.:
Paper A. will contain Questions on Scullery Work, Kitchen Economics, Artisan and Household Cookery.

NATURE OF PAPER B.:
Paper B. will contain Questions on Superior Household Cookery and on Food. Part I. on Superior Household Cookery to be omitted by Candidates for the Limited Diploma.

14. PAPER C.:
A Paper (*called Paper C.*) will be set on Theory and Practice of Education, and will contain a Question on Notes of Lessons and the time will, therefore, be lengthened to three hours, instead of the one and a-half hours mentioned in Circular 409.

N.B.—Marks will be deducted in the above Examinations for faulty spelling and composition.

15. SCIENCE CERTIFICATES:
Two Science Certificates only, viz., Elementary Hygiene and Chemistry (*Alternative Course*), will be required of Candidates.

16. PROVISIONAL DIPLOMA:
(*a*) No candidate will be granted a First Class Cookery Diploma unless she holds these two Certificates. If any Candidate passes First Class in all other sections of the training, she will receive a Provisional Diploma, which will be raised to a First Class, if within two years she satisfies the Department that she has passed both the above Science Examinations.
(*b*) Candidates failing to obtain these Certificates within two years will receive a Second Class Diploma at the end of that time.

N.B.—This paragraph does not apply to Candidates for the Limited Diploma.

17. FORMS FOR THEORETICAL EXAMINATIONS:
Forms on which to enter the names of Candidates who intend to take the Theoretical Examinations in Divisions A, B, C, D, respectively, will be

sent to the Training Schools to be filled in, during the course of each term.

A. Names of Candidates for A. paper on Theory of Cookery, &c.

B. Names of Candidates for B. Paper: Part I., on Superior Household Cookery; Part II., on Food.

C. Names of Candidates for C. Paper on Principles and Practice of Teaching.

D. Name of Candidates for Limited Diploma.

18. EXAMINATION ARRANGEMENTS AND COST OF EXAMINATIONS:
The fee for each Candidate for all the Examinations, both Theoretical and Practical, held by the Department will be 25s. inclusive, but it must be distinctly understood that the Authorities of the Training Schools will be responsible for the cost of Food, Fuel, &c., used at the Practical Tests, and also for the provision of suitable rooms with all necessary arrangements for the Theoretical Examinations.

19. ARRANGEMENTS ON DAY OF THEORETICAL EXAMINATIONS:
The Papers of questions will be timed to arrive at the address of the Custodian on the night before the date fixed for the Theoretical Examination. These Papers will be enclosed in a sealed letter, which must only be opened in the presence of the Candidates five minutes before the Examination commences. At the hour fixed for the conclusion of the Examination, the papers will be collected and immediately placed in the Envelopes supplied for this purpose, and sealed before the departure of any of the Candidates. These Envelopes must be forwarded to the Department on the evening of the same day.

20. FIRST CLASS DIPLOMA:
Candidates will receive a First Class Diploma if they obtain three-fourths of the possible number of marks at each Theoretical and Practical Examination, provided they have fulfilled the regulations and conditions as to the number of hours, &c., laid down by the Department, and hold also the Science and Art Certificates for Hygiene and Chemistry (*Alternative Course*). (*See Paragraph* 16.)

21. SECOND CLASS DIPLOMA:
A Second Class Diploma will be awarded to those Candidates who have obtained at each Theoretical and Practical Examination not less than one-half of the possible number of marks, but have failed to reach the standard required for a First Class Diploma.

22. PUBLICATION OF RESULTS:
A list arranged in order of merit of Candidates who obtain First and Second Class Diplomas will be forwarded to the Training Schools at the earliest possible date.

23. IMPROVED DIPLOMA, &C.:
Students who have failed in their Practical Examination, or who have obtained a Second Class Diploma, may present themselves again for examination after a further course of three months' training. They may not, however present themselves more than three times for re-examination in either theoretical or practical knowledge. These candidates will be charged a proportionate fee of 3s. 6d. for each Theoretical Paper and 9s. for each Practical Examination.

24. SPECIAL ARRANGEMENTS:
Teachers already holding a recognised Diploma for either Cookery or Laundry Work, and who are engaged all the week in teaching one of the subjects, will be permitted to train for the other, provided that they spend at least five hours per week in qualifying for this subject at a recognised Training School. In this case the time required to be spent training in class teaching may be reduced to half the specified number of hours:—

In Cookery, 40 in lieu of 80 hours;
In Laundry Work, 36 in lieu of 60 hours;
the total number of hours' training being therefore reduced in the case of Cookery to 800, and in the case of laundry work to 482.

N.B.—Teachers wishing to qualify according to Paragraph 24 *must notify their intention to the Education Department.*

25. Committees are informed that where it can be clearly proved that no classes for Elementary Hygiene and Alternative Chemistry are held under the Science and Art Department within reasonable distance of the Training School, the Education Department are prepared to make special arrangements upon application.

26. Form for Practical Examination:
A Form on which to enter the names of Candidates who intend to take the Practical Examinations in Divisions A. B, C, will be sent to the Training School authorities, to be filled in and forwarded to the Inspectress of Cookery, addressed to the Department, by the following dates:—

1st March for those Candidates taking the Practical Examinations in the Summer Term.
1st July for those Candidates taking the Practical Examinations in the Autumn Term.
1st December for those Candidates taking the Practical Examinations in the Winter Term.

27. Divisions A, B, C:
A. Dinner Test. Time 3 hours.
B. Children's Class Teaching. Time 2 hours: ¾ hour Demonstration, 1¼ hour Practice.
C. Adult Demonstration. Time 1 hour. (*See Paragraph 31.*)

28. List of Dishes:
An Application for a list of dishes which have been taught to each Candidate will be sent to the Correspondent or Superintendent of the Training School before the Practical Examinations. This list should be forwarded to the Inspectress of Cookery, addressed to the Department, within eight days of the receipt of the Application.

29. Practical Examination A:
Candidates will not be informed which dishes they will be expected to cook and serve until the commencement of the Examination in Division A, but due notice will be given to the Superintendent of the dishes on which the Candidates will be examined.

30. Practical Examination B:
Candidates will be informed the day before the Examination in Division B which dishes they will be required to teach a Class of Children. Due notice will be given to the Superintendent as under Paragraph 29.

31. Practical Examination C:
Candidates will be allowed to choose their own dishes for the Adult Demonstration in the Examination Division C.

32. Time Allowed for Practical Examination:
As the time allowed for each Candidate in the Examination C will only be one hour, it will be arranged that two Candidates should be examined together, thus lengthening the time to two hours, in order to allow time for the cooking of two dishes.

33. Notes of the Lesson:
Notes on the Demonstration Lesson to be given by Candidates to either adults or children must be handed to the Examiner before the commencement of the Lesson.

34. Class for Adult Demonstration:
Committees are required to arrange for Students or other Persons to form a Class at Adult Demonstrations, but it must be clearly understood that neither members of the Committee nor any of the Teaching Staff may be present either on this occasion or at any of the Practical Examinations.

35. Occurrence of Practical Examinations:
It would be impossible for the Department to undertake that Practical Examinations should be held at any Training School more than once in three months. But they will consider any special circumstances which may render an exception to the rule advisable.

36. LAUNDRY DIPLOMA:
The Department will allow the hours spent in training in (1) Science, and (2) Theory of Teaching to count towards the Laundry Diploma when the same Student trains for the two subjects within a reasonable number of years.

37. SCHOOL MARKS:
School Marks should be given for punctuality, tidiness, method, and result of each day's practical work. The Examiner or the Education Department may desire to see the School Mark Book and take it into consideration before awarding a First or Second Class Diploma.

38. SYLLABUS:
Candidates will be examined on their knowledge of the subjects detailed in the annexed Syllabus.

SYLLABUS OF KNOWLEDGE,

BOTH THEORETICAL AND PRACTICAL, REQUIRED OF CANDIDATES FOR THE RECOGNISED DIPLOMA.

A. Stoves.—Construction and working of coal stoves (open and closed ranges), gas and oil stoves. The cleaning, lighting, and management of the same.

Scullery Work.—The care and cleaning of kitchen, furniture, utensils, sinks, pipes, and traps. The polishing and removing of stains from tin, brass, copper, enamel, and steel.

Kitchen Economics.—The management and care of a larder and store-room. The price and choice of food. Marketing. Seasons for drying herbs, pickling of vegetables, and preserving of fruit. The various methods of preserving milk, meat, fruit, fish, or vegetables. Economy of time and fuel. The calculation of cheap dinners for an artisan family. Lists and prices of utensils used in the kitchen.

Cookery.—A thorough theoretical and practical knowledge of artisan, household, and superior household cookery; this will comprise examples of stocks, broths, soups, sauces, seasonings, liaisons, bouquets, panadas, roux, &c. Roasting, broiling, boiling, baking, braising, stewing, steaming, sautéeing, frying, &c. A knowledge of the meanings of the French terms used in cookery. The Candidate must be able to explain the "whys" and "wherefores" of the various processes in cookery. She will be judged according to her knowledge, both practical and theoretical, of the different principles of cookery, and not according to the costly materials or elaborate preparation of the dish. It must be remembered that the same principles hold good throughout all classes of cookery. Expensive dishes, suitable for weddings and banquets, and elaborate French dishes will not be approved.

B. Food.—The elements and compounds found in food. The dietary value of food; mixed foods; model foods; national diets; beverages; diets suitable for children, adults, invalids. Effects of heat on albumen, starch, &c. Water, hard and soft; sources of water. Elementary Physiology in relation to the nutrition of the body. Digestion, absorption, and assimilation of food in the human body.

Theory and Practice of Teaching.—A general knowledge of the Principles and Practice of Teaching in its relation to the teaching of domestic sciences. The cultivation of the general intelligence of the child. Class management, teaching devices, questions, exposition, illustrations, use of the blackboard. Outlines or notes of lessons on cookery and subjects in connection with it. Organisation and management of Cookery Classes. The requirements of the Elementary Day School and Evening Continuation School Codes in relation to Cookery Classes and Centres.

School hygiene, ventilation, sanitation, lighting, warming, furniture, utensils, apparatus suitable for cookery class rooms. The treatment of scalds, burns, cuts, &c.

Science Certificates.—Two Science and Art Certificates will be required of Candidates for the First Class Diploma, *i.e.*, Elementary Hygiene, and Chemistry (Alternative Course).

PUPIL TEACHERS.

EXAMINATIONS BY THE UNION'S EXAMINATIONS BOARD.

Prior to 1896, examinations for Scholarships and isolated examinations of Pupil Teachers had been conducted in the name and by the authority of the Union; but in that year the "Examinations Board" was founded. Quarterly examinations for Pupil Teachers are now held throughout the country. The success attending the first steps in this direction shows that the members of the Union fully appreciate the saving of time and other advantages of the collective examinations, more than 3,600 Pupil Teachers having been examined during the past year. The work of preparing and correcting papers for each Pupil Teacher as required by the Code (*Circular* 343) has borne heavily on many members of the Union; and no doubt during the coming year many more will avail themselves of the labour-saving machinery now at their disposal. The examinations are held in the Teachers' own schools if there is no convenient centre; but it is hoped that the Associations will, in the large towns at least, undertake the supervision of the local examinations and thus supply the superintendence. Where there is no centre the uestions and answer books are sent in sealed packets to the correspondent or other manager named by the teacher, and the work of superintending the examination is entrusted to the same person and the teacher of the school. The worked papers are forwarded, immediately after the examination, to the Offices of the Union, and, after correction by the Examiners, are returned direct to the teacher with the Examiners' suggestions and marks. The arrangements conform as nearly as possible to the Government examinations for which the candidates are preparing, thus habituating the Pupil Teachers to the conditions under which they will have to undergo the ordeal at the end of the year.

From the syllabus issued by the Board it will be seen that the work for each year is allotted in three portions, each covering three months; the third examination thus tests the work of the whole year, and the last three months are left free for revision and final preparation for the April or October examination.

LOCAL EXAMINATIONS.

The Local Examinations, which are based on the requirements of Standard VI., afford a convenient means of awarding the various scholarships offered by County Councils and other educational authorities.

The list of examiners includes teachers in all grades of schools and of high academic distinction, thus ensuring a practical acquaintance on the part of the examiners, with the retrospective and prospective educational career of the candidates. The Board as an independent body of experts commands the confidence of the teaching profession and of the public generally. Applications for forms and information should be made to the General Secretary, 71, Russell Square, London, W.C.

Examinations Board

of the

National Union of Teachers.

Examinations of Scholars, Students, and Candidates for Exhibitions and Scholarships, conducted under the authority of the Examinations Board of the National Union.

QUARTERLY EXAMINATIONS FOR PUPIL TEACHERS, in order to meet the requirements of Circular 343. Inclusive fee for questions, stationery, reports, &c., 10s. per annum, or 3s. 6d. per Examination, for each Examinee.

NATIONAL UNION COMMERCIAL EXAMINATIONS.—Elementary, Intermediate, and Advanced Examinations are held yearly in Shorthand, Typewriting, Book-keeping, Commercial Arithmetic, Commercial Geography, Commercial History, Woodwork, Needlework, and Commercial Correspondence. Fees 1s. 6d. per pupil for each subject. Certificates of proficiency are awarded to successful candidates at these examinations.

THE N. U. T. LOCAL EXAMINATIONS, based on the requirements of Standard VI., afford a convenient means of awarding scholarships and exhibitions. Held twice yearly at various centres throughout the country.

EXAMINATIONS FOR JUNIOR CLERKSHIPS.—The Board are prepared to conduct Examinations for Clerkships under School Boards, County Councils, Vestries, and other public bodies. Estimates of fees, &c., forwarded free of charge on application.

For Syllabuses and all other information, apply to

THE GENERAL SECRETARY,

71, Russell Square, London, W.C.

INSTRUCTION OF PUPIL TEACHERS (Art. 34).

CIRCULAR 343.

(ISSUED BY EDUCATION DEPARTMENT TO H.M. INSPECTORS, JANUARY, 1894.)

"My Lords have observed with regret that a large number of Pupil Teachers fail to obtain a place in the Class List for the Queen's Scholarship or are placed too low to be qualified for entrance into a Training College. They have reason to believe that this low standard of attainments proceeds in many cases from the neglect of School Managers to see that their Pupil Teachers are carefully and regularly taught.

"The following regulations have been laid down by their Lordships for the future guidance of School Managers, and any serious disregard of them, after due warning, may lead to the disqualification of the School as a place of proper training for Pupil Teachers (*see* Article 34 of the Code). The regulations do not apply to cases where the Pupil Teachers attend efficiently conducted Central Classes.

"(1.) The hours in which instruction is given should be entered on a Time Table, and the Managers should ascertain by a personal visit, at least once a quarter, that the hours are properly observed, and should record their visits in the Log Book, or other book kept for the purpose.

"(2.) The time should not be spent in private reading, but in actual instruction by the Teacher.

"(3.) As a rule the instruction should not be given between the morning and afternoon meetings of the School except for a short part of the winter season, neither should it be given immediately after the afternoon meeting, except under very special circumstances. A reasonable interval of time should be allowed between the afternoon meeting and the instruction in all cases where it is given in the after part of the day.

"(4.) The Managers should provide good reference books and text books for the use of the Pupil Teachers, such books to remain the property of the School, and to be approved by the Inspector at his annual visit.

"(5.) Note books and exercise books used by the Pupil Teacher should be shown to the Inspector at his annual visit. All exercises and notes should be dated by the Pupil Teacher when they are written, and dated by the Teacher when corrected.

"(6.) A book should be kept for the purpose of recording the Pupil Teacher's progress in skill in the conduct and teaching of his class. Short notes of lessons on one of the subjects prescribed by the Code for Pupil Teachers' practice in teaching should be drawn up weekly in the first two years of apprenticeship, and in the last two years full notes of lessons should be prepared weekly in one subject and the lesson should be delivered in the presence of the Principal Teacher. A report on such notes and on the delivery of these lessons in the last two years should be made weekly in this book.

"(7.) Quarterly examinations should be held by the Teacher or some other qualified person in each subject of the Pupil Teacher's course for the year, and the worked papers, after being marked by the Teacher, should be submitted to the Managers with a short report upon them, and subsequently produced to the Inspector at his annual visit."

THE EXTENSION OF THE ENGAGEMENTS OF PUPIL TEACHERS.

Circular to H.M. Inspectors. CIRCULAR 348.

[ISSUED BY EDUCATION DEPARTMENT, MAY, 1894.]

1. "Three Circulars, Numbers 295, 306, and 319, have recently been issued on the subject of extending the engagements of Pupil Teachers. The evil they have been intended to remedy is the occurrence, sometimes unavoidable, of an interval of

time after the completion of the Pupil Teachership, and before the passing of the Queen's Scholarship Examination, which is a condition precedent of recognition under Article 50 of the Code. The remedies provided by the Circulars in question have been professedly temporary. It is thought that the time has now come for making a more permanent arrangement.

2. "The Code provides that Candidates who fail twice to pass the Queen's Scholarship Examination may not be again examined (Article 48 (*d*)); but it does not prevent either the first or second trial from being indefinitely postponed. It provides also specifically (Article 41 (*f*)) for one postponement of the Examination for a year and a corresponding extension of the engagement.

3. "The Memoranda of Agreement issued in 1890, 1891, or subsequently, make slightly different provisions for extension of engagements on account of failure in any required Examination or postponement of the Queen's Scholarship Examination. They all agree in allowing an extension for one year, and one year only, in the event of failure in an Examination.

4. "These provisions contemplate the reasonableness of one postponement of the Queen's Scholarship Examination. It is, of course, not possible to grant a repeated extension to a Pupil Teacher who repeatedly postpones the Queen's Scholarship Examination. But it appears not unreasonable to allow a Pupil Teacher, who defers the first trial for a year and attends the next two Examinations, failing in the first, to be recognised as a Pupil Teacher up to the date at which he takes his second Examination. Thus a Pupil Teacher may postpone his first trial from 1894 till 1895, and try in 1895 and again in 1896. It is reasonable to recognise him as a Pupil Teacher up to the announcement of the result of the 1896 Examination (Article 41 (*e*)). The same extension ought in fairness to be allowed to one who went in for his first trial at the earliest date and failed and then desired to defer his last trial for a year.

5. "The case of a Pupil Teacher who fails in one of the earlier Examinations and also in the Queen's Scholarship Examination without his recognition ceasing automatically under Article 41 (*b*) is peculiar. The Department reserve the power to treat each such case according to its merits; but, as a rule, their Lordships will be disposed not to allow an extension previous to the Queen's Scholarship Examination to deprive a Candidate of any of the privileges with regard to the Queen's Scholarship Examination granted by this Circular.

6. "The marginal note to paragraph 4 of the Memorandum of Agreement prevents two extensions of the same engagement except where an extension under the first subdivision of paragraph 4 is followed by one under the second subdivision. In all other cases a new Memorandum of Agreement will have to be issued, as in the case of transfer to another school.

7. "Re-admission in another school may in any case take the place of extension of an engagement, or of a new engagement in the same school."

NEEDLEWORK OF PUPIL TEACHERS IN SMALL MIXED SCHOOLS UNDER MASTERS.

CIRCULAR 305.

(ISSUED BY EDUCATION DEPARTMENT, JUNE, 1891.)

"The attention of the Department has been lately directed to the unsatisfactory state of the needlework of Pupil Teachers in small Mixed Schools under Masters.

"The instruction in the subject is usually given by Teachers employed under Article 68, who, as a rule, have not had the advantages arising from a systematic training in needlework. Whenever, therefore, you find that a person so employed undertakes the instruction of Pupil Teachers in needlework, you should make such enquiries as will enable you to ascertain whether she is competent to do so.

"I am to point out that under Section 5 of a Pupil Teacher's Memorandum of Agreement, the instruction must be given either by a certificated Teacher, *or other qualified Teacher approved by the Department.* You should therefore advise the Department to refuse approval of any such Teacher who appears to you to be incapable of performing satisfactorily the duty assigned to her."

THE TEACHING OF READING.

CIRCULAR 408.

(ISSUED BY EDUCATION DEPARTMENT TO TRAINING COLLEGES AND PUPIL TEACHER CENTRES, DECEMBER, 1897.)

My Lords have thought it desirable to direct the special attention of H.M. Inspectors in a Circular, of which a copy is enclosed, to the unsatisfactory teaching of reading aloud in elementary schools. They feel, however, that the best hope of remedy lies in the improvement and methodising of the teaching of reading at Pupil Teacher Centres, and in the Training Colleges.

If the system followed in the training of those who are to be teachers is on lines similar to the practice ordinarily followed in the primary school, we cannot hope to see any great ultimate improvement. In many Training Colleges, however, very remarkable progress is being made, and in a sufficiently short time to show that the first and most important steps are not difficult to take. Pupil Teachers, on the other hand, are still, for the greater part, taught either indifferently or not at all. A large number of Centres have hitherto made little or no provision for the teaching of reading; in most Centres pupils are *heard to read*, but are not often *taught reading*; and in the preparation of the passage to be recited before H.M. Inspector they are mostly left to their own devices altogether.

As there has sometimes been a disposition to underrate the importance of the subject, it may be worth while to set forth reasons for regarding reading, for teachers if for no others, as of the first importance:—

(1) A Teacher cannot teach well unless easily understood; Distinctness of utterance implies audibility; an easy and pleasant-sounding speech secures the attention of those whom shouting and stridency distract and tire.

(2) Good reading is an exercise in voice-economy, and voice-economy is useful in all degrees. It is always a saving of physical effort; at the least it is a protection against common forms of throat disease to which those who live by talking are prone; and at the best it is an admirable and health-giving gymnastic. It is a most painful fact that a substantial number of our teachers suffer from more or less developed and recognisable form, of throat disease which a little exact knowledge and careful practice in the earlier stages might have cured, if not avoided. And experiments have satisfactorily shown that even in cases of advanced deterioration carefully graduated exercises have gone far to mitigate the mischief already done.

(3) The best reading is evidence of many good physical and mental qualities which are capable of cultivation, though rarely communicable by mere pattern-giving.

It is not necessary that the instruction in reading at Pupil Teacher Centres and Training Colleges should be given by a voice specialist; it is not every specialist, indeed, who is discreet enough to recognise the limits set to the time available for a special study by the claims of other subjects. But proper exercises for effectually training the organs of breathing and speech do not suggest themselves by the unaided light of nature; they need at least explaining by the laws of acoustics and physiology, and must be used in careful moderation. It follows that instructors of large bodies of Pupil Teachers or students in Training Colleges do well to obtain specialist training for themselves in order that they may select from the exercises set those which they know will be useful to their own pupils. Some of the best lessons given in Training Colleges are given under conditions such as these with admirable results.

The ordinary stages of teaching may be set forth thus:—

(1) The first step is to see that students recognise the value of (*a*) easy audibility, for the effectual teaching of a class, and (*b*) voice-economy, for the preservation of the health and vigour of the teacher.

(2) The instructor next discovers idiosyncrasies and provincialisms, and invites reasonable conformity to the standard of pronunciation and intonation common amongst people of fair cultivation. No one can pretend to lay

down the limits of divergence from this standard permissible in a primary school; it is obvious that in many parts of the country large allowances should be made. But teachers should be invited to range themselves with other liberally educated persons, not merely because they are themselves to be exemplars, but also because provinciality and inaccuracy of accent carry with them certain social disadvantages which lower the average acceptability of teachers.

(3) The third step is to devise exercises in breathing, in the management of the lungs, throat, mouth, and lips, so as to get the maximum work out of them with the minimum of exertion and the most unconstrained use of every available organ. These exercises are, of course, to be carefully graduated, and should be taken at appropriate stages for a short time before every reading lesson.

(4) It is now possible to take every consonant and every vowel separately and give careful drill in accurate production. If at this point the instructor is competent, as he should be, to compare allied sounds in another language—French is best—the lesson in phonetics is of far greater practical value. But English reading and, it may be added, English speaking, fail in audibility mostly through want of precision in the consonantal sounds, and particularly because of the carelessness which allows the final consonants to be corrupted by or assimilated to the initial consonants of other words.

(5) The final stage is to put these lessons into combined practice; to cultivate proper pace, which, in the first stages, should always be very slow; to secure intelligent phrasing, not by pedantic rules depending on punctuation (which serves as a guide to the eye as well as to the voice, and is therefore untrustworthy), but according to the limits of a completed idea or image. Indeed, more than one good purpose can be served by the occasional practice of reading an *unpointed* passage, prose or poetry; though in the latter case particular vigilance is needed to make the reader mark, if ever so lightly, the regularity of verse rhythm. If the reader comprehends the relations of the constituent clauses of a sentence, and the relations of the constituent sentences of a paragraph, has a fairly flexible voice properly used, and is encouraged to render the passage in phrases produced distinctly, as it would be naturally spoken when meant to serve as information, the instructor can at this stage do little more.

It is desirable to follow a like method in the teaching of recitation, which is particularly valuable, because, *if well taught*, it serves as a chart or compendium of the points which the pupil must observe in order to acquire the power of easily audible and acceptable speech. No doubt recitation permits, perhaps even requires, a declamatory emphasis which is quite inappropriate in ordinary reading; but it is easy to overdo this device, for recitation, it should be remembered, is not always necessarily dramatic, even though it be the rendering of a passage from a drama. What is appropriate enough coming from the stage may be disagreeable and embarrassing to an auditor in a lecture-room, where circumstances require more moderation and reserve. Recitation and acting are quite different things, and a strained attempt to unite the two in uncongenial circumstances produces a very ungainly effect.

It should be noted that although in the accompanying Circular (No. 407) the use of "pattern-reading" has been deprecated, a distinction must be made between hearing copious good reading and hearing a short pattern set for imitation. To hear a good reader reading at length is as stimulating to a student of the art of reading as it is helpful to a young teacher to see plenty of fine teaching. In both cases it is the copiousness that makes the excellent pattern profitable, because it leaves less room for parrot-like imitation.

FORM 42.

FORM OF MEDICAL CERTIFICATE.

[ISSUED BY EDUCATION DEPARTMENT.]

School.

County of _____

Certificate of Health.

Name (in full) _____

(1) How long have you known the above?
What opportunity have you had of forming an opinion on the general condition of his (or her) health?

(2) Do you, after systematic examination, conclude that he (or she) is free from all signs of disease?
If not, specify the signs.

(3) Are his (or her) organs of sight, hearing, and speech perfect?
Has he (or she) any physical defect, deformity, or disfigurement?

(4) Has he (or she) been successfully vaccinated?

(5) As regards his (or her) present state of body, is he (or she)—
(*a*) Strong and in good health?
(*b*) Not strong, but free from positive illness?
(*c*) In bad health?

(6) Remarks (*See below*).

(*Signed*) _____

(*Residence and qualification as medical practitioner*) _____

(*Date*) _____ 1

NOTICE TO MANAGERS AND PARENTS.

In presenting Applicants for Medical Examination, Managers and Parents should bear in mind the importance of an unimpaired physique to those who propose to take up teaching as a profession.

It will be useful to note the following observations:—

(1) The present Medical Examination does not cover the requirements of the Elementary School Teachers (Superannuation) Act, 898. Under that Act the Medical Examination of Candidates for Certificates, while based on a plan similar to that of the present Exmination, is conducted by a Medical Officer appointed by the Educaton Department.

(2) It will be well therefore to call the attention of the Medical Practitioner, issuing the present Certificate, to the duties expected of the Applicant both as regards teaching and study, in order that he may have an opportunity, should he think fit, of expressing his opinion from this point of view.

(3) The Medical Practitioner may report whenever the condition of health is not perfect, as to whether, in his opinion, the symptoms are to be regarded as transitory or lasting, and as to how far they may interfere with the continuous performance of duty, and furthermore as to whether the state of health is likely to deteriorate still further under the strain of teaching.

NOTICE OF EXAMINATION OF PUPIL TEACHERS AND CANDIDATES.

FORM 8. I. (a).

[ISSUED BY THE EDUCATION DEPARTMENT.]

_____ *School.*

SIR,—The Code (Art. 41*d*) provides that two Collective Examinations of Pupil Teachers shall be held, in the Spring and Autumn.

The Examination for the Pupil Teachers and Candidates for Pupil Teachership of your neighbourhood will be held on Saturday, the *7th of April, 1900,* at_____

The Examination will begin at _____ o'clock, and Pupil Teachers and Candidates will be supplied with exercise books and blotting paper.† In Needlework there will be no examination for Candidates for a four years' apprenticeship. All other Girls must provide themselves with the necessary materials and appliances for working the prescribed exercises in that subject (*See Footnote to the Needlework Column of Schedule V.* of the Code for* 1899). The garments and specimens prepared during the year in accordance with Schedule V.* will be examined on some other occasion.

I am to request that you will be good enough to fill up, detach, and return to me within seven days the second sheet of this letter, giving information as to the Pupil Teachers and Candidates to be presented from your School. *Even if there are no Pupil Teachers or Candidates, the acknowledgment should be duly signed and the sheet returned.*

All Candidates for the office of Pupil Teacher should attend the Collective Examination.

There is no examination of Probationers (Art. 33).

I am, Sir, &c.,

_____

H.M. Inspector of Schools.

CIRCULAR 385.

DATES OF PUPIL TEACHERS' ENGAGEMENTS AND EXAMINATIONS.

(ISSUED BY EDUCATION DEPARTMENT TO H.M. INSPECTORS, JUNE, 1896.)

With reference to Article 38 I have to inform you that—

(*a*) Pupil Teachers and Candidates whose engagements begin on the 1st July, should attend the April Examination, those whose engagements begin on the 1st January, the October Examination.

(*b*) As a general rule it would be most convenient both to Managers and to the Department that Pupil Teachers of Schools whose School-year ends between 30th April and 30th September (both inclusive) should in future be engaged from the 1st July, and those of Schools whose School-year ends between 31st October and 31st March (both inclusive), from the 1st January, so that each School may continue to have its Pupil Teachers examined in the same month (viz., April in the first case and October in the second case), as heretofore.

† Extract from Rules for conducting the examination:—"No book or writing from which "answers may be copied, and no instrument or material for writing—except pens, ink, pencil, " knife, india-rubber, and *round* ruler—may be brought into the examination room."

(*c*) Application for any exceptions to Clauses (*a*) and (*b*) must, together with the reasons, be notified by the Managers to H.M. Inspector not less than three months before the first day of the month in which the Examination of the Pupil Teachers would take place in accordance with paragraphs (*a*) and (*b*) of this Circular. But any application that involves a change in the Memoranda of Agreements must be made to the Department.

(*d*) Existing Pupil Teacher engagements need not be altered. The last words of Article 38 will not be held to apply to Schools, in which Pupil Teachers under such engagements are employed, so long as their engagement lasts. But, with this exception, no arrangement can be approved that would infringe the rule that the same date must be uniformly adopted for the engagements of all Pupil Teachers in the same School, or that would cause some Pupil Teachers of a School to be examined in April and others in October.

(*e*) A copy of this Circular is sent to the Managers of each School with the Annual Report.

CIRCULAR 386.

INSPECTION OF CENTRAL CLASSES FOR PUPIL TEACHERS.

[ISSUED BY EDUCATION DEPARTMENT TO H.M. INSPECTORS, JULY, 1896.]

You are requested to visit occasionally, as opportunity offers, any Central Classes for Pupil Teachers that may have been formed in your district, and to furnish the Department with a short report, in July or August of each year, upon each Centre. (*See Article* 34 *of the Code.*)

This year you should visit each Class, if you have not already done so, once before the Summer vacation, and report upon it; and, as a rule, you should pay at least two visits per annum to each class. These visits should usually take place without notice.

The chief points to which your attention may profitably be directed will be the following:—

1. The suitability of the premises in which the Classes are held. Serious defects and any deficiency of accommodation should be noted.

2. (*a*) The Subjects taught at the Classes;
   (*b*) The hours devoted to each subject;
   (*c*) The means taken for testing proficiency and progress;
   (*d*) The discipline.

3. Whether any subjects are not taught or properly provided for; and whether, in particular, sufficient time is given and sufficient importance attached to such more strictly technical subjects as (i) Reading and (ii) practical School Management.

4. (*a*) Whether the number of Teachers employed is sufficient;
   (*b*) Whether their qualifications are adequate. [For instance, an ordinary Certificate though qualifying for the superintendence of Pupil Teachers is not necessarily sufficient evidence of the efficiency of a Teacher of a Central Class.]

5. (*a*) The time given by the Pupil Teachers to preparation;
   (*b*) The relief allowed from work in School for this purpose;
   (*c*) The time at the disposal of Pupil Teachers for recreation during the week.

6. The means taken to secure the interest and co-operation of the Head Teachers of the Schools to which the Pupil Teachers are individually attached take in the work which the Pupil Teachers do outside the School.

It will be convenient if you will arrange your Reports under the six heads given above.

CIRCULAR 387.

RESULTS OF COLLECTIVE EXAMINATIONS OF PUPIL TEACHERS.

[ISSUED BY EDUCATION DEPARTMENT TO H.M. INSPECTORS, JUNE, 1896.]

The Instructions in this Circular, which to some extent modifies Circular 381, have been suggested by the experience gained in connection with the Collective Examination of last April.

You will continue to apply to the Department at least one month before each Collective Examination for the approximate number of Forms 10 P, which will have to be completed by you (as explained below) and then to be returned to this Office *as soon as possible*. But in the case of Pupil Teachers in Schools, the annual visit to which falls due in the two months next after each Collective Examination, the Forms 10 P and the Pupil Teacher papers should be sent to the Department with the Annual Report. *In all cases* the Pupil Teacher papers will be returned to you if you apply for them on the Form 10 P.

The Forms should exhibit both the results of the worked papers and also the marks in Reading, Recitation, Teaching, Garments Shown, and (where offered) in Practical Music. These marks should be taken from *the last previous examination available* (*e.g.*, a visit under Article 84 (b), or an ordinary surprise visit, or an examination under Form 8 (I) S, or the entries on Form 23) whatever may then have been the standing of the Pupil Teacher. The only mark to be given in this Office is that for "Needlework done at Examination." The Directress of Needlework will add this on the receipt of the Form 10 P.

You will remember that under the Code of 1896, marks in Reading, Recitation, and Teaching are not demanded from Candidates taking first year papers, or from Pupil Teachers at the end of the first year.

Candidates under Article 33 or Article 35 should, unless there are special reasons to the contrary, attend the Collective Examination. Papers will be set accordingly.

FORM 87*.

CLOSURE OF SCHOOL (ARTICLE 87*).

[ISSUED BY THE EDUCATION DEPARTMENT TO ALL CORRESPONDENTS.]

I am to call your attention to Article 87*, printed below, and to request that you will be good enough to use one of the accompanying Cards whenever you have occasion to give notice to H.M. Inspector of a closure.

Not less than one week's notice should be given, if possible.

ARTICLE 87* OF THE CODE.

"Notice must be sent to the Inspector, as soon as is possible, in each case, of every date upon which the School will be closed, or its ordinary work suspended, during the year. These dates should include the usual and any special holidays, and any closure on account of epidemic sickness, local elections, and such occasions as the Diocesan Inspection.

"In the event of failure to give such notice a deduction of £1 may be made from the next annual grant."

[SPECIMEN CARD, COLOURED YELLOW.]

_____ *School.*

County of _____

_____ 190____

H. M. Inspector is hereby informed that this School will be closed on _____ and re-assemble on _____

Signed _____

Correspondent.

Address _____

_____

CIRCULARS REFERRING TO TRAINING COLLEGES.

EDUCATION DEPARTMENT.

LIST OF RESIDENTIAL AND DAY TRAINING COLLEGES UNDER INSPECTION.

For Masters only.

RESIDENTIAL COLLEGES.

Name of Training College.	Name and Address of Correspondent.
Bangor (British and Foreign School Society's)	Rev. D. Rowlands, Normal College, Bangor.
Battersea (National Society's)	Rev. H. W. Dennis, Battersea, London, S.W.
Borough Road (British and Foreign School Society's)	A. Bourne, Esq., Borough Road Training College, Spring Grove, Isleworth.
Carmarthen (National Society's)	Rev. C. G. Brown, Carmarthen.
Chelsea, St. Mark's (National Society's)	Rev. R. Hudson, St. Mark's Training College, Chelsea, London, S.W.
Cheltenham (Church of England)	Rev. H. A. Bren, Cheltenham.
Chester (Chester, Manchester, and Liverpool Diocesan)	Rev. A. P. Holme, Vicarage, Great Budworth, Northwich.
Culham (Oxford Diocesan)	Rev. A. R. Whitham, Culham, Abingdon.
Durham (Diocesan)	Rev. G. H. S. Walpole, Training College, Durham.
Exeter (Diocesan)	Rev. Dr. Dangar, Exeter.
Hammersmith, St. Mary's (Roman Catholic)	Rev. Wm. Byrne, Brook Green House, Hammersmith, London, W.
Peterborough (Church of England)	Rev. T. Ward, Training College, Peterborough.
Saltley (Worcester Diocesan)	Rev. F. W. Burbidge, Saltley, Birmingham.
Westminster (Wesleyan)	Rev. Dr. Waller, Wesleyan Training College, Horseferry Road, Westminster, London, S.W.
Winchester (Diocesan)	Rev. H. Martin, Training College, Winchester.
York (Diocesan)	Rev. E. E. Nottingham, York.

DAY COLLEGES.

Cambridge (University)	Oscar Browning, Esq., King's College, Cambridge.
Liverpool (University College)	F. S. Carey, Esq., University College, Liverpool.
London (King's College)	W. Smith, Esq., King's College, Strand, W.C.
Oxford (University)	R. Carter, Esq., Lincoln College, Oxford.

For Mistresses only.

RESIDENTIAL COLLEGES.

Name of Training College.	Name and Address of Correspondent.
Bangor, North Wales (Church of England)	Rev. J. Fairchild, North Wales Training College, Bangor.
Bishop's Stortford (St. Albans Diocesan)	Rev. A. E. Vinter, Hockerill, Bishop's Stortford.
Brighton (Chichester Diocesan) . .	Rev. G. Corfield, Training College Brighton.
Bristol (Diocesan)	Rev. E. C. Gill, Fishponds, Bristol.
Cheltenham (Church of England) . .	Rev. H. A. Bren, Cheltenham.
Cheltenham, The Ladies' College . .	Miss Bolam, Ladies' College, Cheltenham.
Chichester (Bishop Otter's Memorial) .	Rev. E. Hammonds, Bishop Otter's Memorial College, Chichester.
Darlington (British and Foreign School Society's)	W. A. Spafford, Esq., Training College, Darlington.
*Derby (Lichfield Diocesan) . . .	Rev. A. B. Bater, Training College, Derby.
Durham (Diocesan)	Rev. J. Hayworth, Durham.
*Edge Hill	Thomas C. Ryley, Esq., Training College, Durning Road, Edge Hill, Liverpool.
*Gray's Inn Road (Home and Colonial School Society's)	Rev. D. J. Thomas, Home and Colonial Training College, Gray's Inn Road, London, W.C.
Homerton New College (Undenominational)	J. C. Horobin, Esq., Homerton New College, Cavendish College, Cambridge.
Kennington (St. Gabriel's) . . .	Rev. C. E. Brooke, St. John the Divine Vicarage, Vassall Road, S.W.
Lincoln (Diocesan)	Rev. A. W. Rowe, Lincoln.
Liverpool (Roman Catholic). . .	Miss Lescher, Roman Catholic Training College, 96, Mount Pleasant, Liverpool.
Norwich and Ely (Diocesan) . . .	Rev. J. A. Hannah, Norwich.
*Oxford (Diocesan)	Rev. H. D. de Brisay, Bradmore Road, Oxford.
Ripon (Diocesan)	Rev. G. W. Garrod, Ripon.
*Saffron Walden	A. Bourne, Esq., Training College, Saffron Walden.
Salisbury (Diocesan)	Rev. E. Steward, The Close, Salisbury.
Southlands, Battersea (Wesleyan) .	Rev. J. Chapman, The College, Southlands, Battersea, London, S.W.
*Stockwell (British and Foreign School Society's)	A. Bourne, Esq., Training College, Stockwell Road, London, S.W.
*Swansea (British and Foreign School Society's)	D. Salmon, Esq., Training College, Swansea.
Tottenham (Christian Knowledge and National Societies')	Rev. E. Hobson, Training College, Tottenham, London.
Truro (Exeter Diocesan) . . .	The Ven. Archdeacon Cornish, Training College, Truro.
Wandsworth (Roman Catholic) . .	Madame Moran, Training College, West Hill, Wandsworth, London, S.W.
Warrington (Chester, Manchester and Liverpool Diocesan)	The Very Rev. The Dean of Manchester, Training College, Warrington.
*Whitelands (National Society's) . .	Rev. J. P. Faunthorpe, Whitelands House, Chelsea, London, S.W.

DAY COLLEGE.

Bristol (University College) . . .	Professor Lloyd Morgan, University College, Bristol.

* Residential Colleges taking Day Students.

Name of Training College.	Name and Address of Correspondent.

For both Masters and Mistresses.

DAY COLLEGES.

Aberystwith (University College)	T. F. Roberts, Esq., University College of Wales, Aberystwith.
Bangor (University College of North Wales)	J. E. Lloyd, Esq., University College of North Wales, Bangor.
Birmingham (Mason University College)	Dr. Heath, Mason's College, Birmingham.
Cardiff (University College of South Wales and Monmouthshire)	J. A. Jenkins, Esq., University College of South Wales, Cardiff.
Leeds (Yorkshire College)	N. Bodington, Esq., Yorkshire College, Leeds.
Manchester (Owens College)	A. Hopkinson, Esq., Owens College, Manchester.
Newcastle-on-Tyne (Durham College of Science)	F. H. Pruen, Esq., Durham College of Science, Newcastle-on-Tyne.
Nottingham (University College)	Rev. J. E. Symes, University College, Nottingham.
Reading	H. J. Mackinder, Esq., Reading.
Sheffield (University College)	E. Drury, Esq., University College, Sheffield.
Southampton (Hartley College)	R. W. Stewart, Esq., Hartley College, Southampton

RESIDENTIAL COLLEGE.

For Blind Teachers (Masters and Mistresses).

Upper Norwood (Smith Training College for Teachers of the Blind)	F. J. Campbell, Esq., LL.D., "Windermere," Church Road, Upper Norwood, S.E.

CALLS ATTENTION TO CERTAIN POINTS OF ORGANISATION.

CIRCULAR 372.

[ISSUED BY EDUCATION DEPARTMENT TO TRAINING COLLEGES, NOVEMBER, 1895.]

Practising Schools.

"After careful consideration of the reports made by the Inspectors of Training Colleges, my Lords desire to call attention to some points of organisation which nearly concern the efficiency of the professional training given by the Colleges.

"My Lords are of opinion that Practising Schools ought to be as nearly Model Schools as circumstances will permit; and that even where it is impossible to bring a whole fabric into strict accord with the most approved designs, it is still absolutely essential that students in charge of classes should work during the course of their period of practice under such conditions as will permit the experimental application of the principles recommended in the lecture-room. A school, whose appliances would barely pass muster in the case of an ordinary Public Elementary School, is by no means fitted to be a Practising School. At such a school the students should see the best modern desks, apparatus, and other school appliances, and should be at liberty to work without the distraction that results from the collection of several classes in one room.

Practice.

"The most satisfactory supervision of practice is secured where the Head Mastership of the Practising School is an office distinct from (and, if possible, subordinate to) the Mastership of Method and where plans and notes of lessons are submitted by students for the criticism of the Master of Method *before* the lessons are given in school.

"While noting with approval that many Colleges send their students from time to time to observe and make reports on neighbouring schools of good repute, my Lords do not regard *continuous* work in other than Practising Schools attached to a Training College as fulfilling all necessary conditions, unless the students are under the effectual supervision of the Master of Method of their College, who should make frequent visits to such schools without notice, and remain not less (as a rule) than a whole school-meeting.

Technical Exercises. "Attendance at Criticism Lessons, except during a student's course of school-practice, should not be counted to make up the 150 hours required by the Syllabus; and isolated visits of observation to schools not recognised as Practising Schools should not be counted for more than one-sixth of the minimum number of hours.

"My Lords note with special satisfaction cases in which H.M. Inspector is able to report that such technical exercises as the Criticism Lessons, Essay Readings, &c., are attended by as many members of the staff as may be at liberty, Their Lordships believe that by this means greater effect is given to the professional spirit and work of a College.

"Endeavours should moreover be made to vary the nature of the technical exercises which, if restricted to the Criticism Lessons, are apt to grow monotonous and mechanical. Thus, the most intelligent students might be required to read an essay on a technical subject to be discussed by their tutors and comrades; or a student having a special gift (*e.g.*, for blackboard illustration) might be invited to explain and demonstrate how much of his method was communicable.

Model Lessons. "It is believed that much might be done in some Colleges to give a more useful and stimulating character to the Model Lessons. Where these exercises are most successful, it is observed that the teacher (usually the Master of Method) explains briefly beforehand to the students what task he proposes to accomplish, and when the lesson has been given and the class removed, calls upon one or more students not to criticise, but to trace the plan followed step by step; asks from others his probable reason for doing this or that, encouraging, whenever possible, intelligent questions and discussion. This is a most valuable opportunity for demonstrating in practice points of 'School Management' set forth in the lecture-room, and helps in a high degree to cultivate the student's judgment and power of origination.

Reading and Recitation. "As concerning not only the general, but also the technical work of the Training Colleges, my Lords invite the very careful attention of managers to the often unsatisfactory teaching of Reading and Recitation. They are convinced that the comparatively slow improvement of this subject in the schools is to a large extent explained by the imperfect conditions under which its foundations are laid in the Training Colleges; and they believe that other evils of hardly less moment arise from the same cause. A clear enunciation and a voice trained to bear the strain of continuous use are essential to successful class-teaching, and in an equal degree, to the preservation of the teacher's voice and health; and yet in only a few Colleges is any systematic endeavour made to prepare students in this respect. Reading, if taught in any true sense at all, is often taught without method or even definite purpose; and it is too frequently left to the least experienced and most poorly qualified member of the College staff. It follows that the Inspectors of Training Colleges have too frequent cause to remark on careless articulation, indistinctness, and lack of precision in the purely mechanical art, and on want of intelligence, taste, and expression in general. My Lords are therefore of opinion that unless there be a member of the College staff who is adequately qualified, recourse should be had to expert help from without, and that the students should be carefully and methodically drilled in the arts of elocution and voice-production.

School Organisation. "It should be remembered that while many of the students, after passing through the Training Colleges, take situations as certificated Assistant Teachers in large schools, many enter at once upon the duties of Head Teachers in smaller schools. My Lords have reason to believe that under the present arrangements of the Colleges most students leave them without any adequate practical knowledge of the proper organisation of a school as a whole. This part of their professional training is generally confined to instruction in class teaching, and is

not extended, as it ought to be, to the wider subject of School Organisation. Consequently, when they find themselves, on the completion of their training, in charge of schools of their own, they have no knowledge enabling them to deal promptly and satisfactorily with the many problems which necessarily and often unexpectedly present themselves for solution by the Head Teacher of a school, especially of a mixed school of boys and girls with an infants' class attached to it. Even in a large town it might often be possible to attach a mixed school of this character to a Training College as a Model or Practising School, or failing this, such a school might be visited by the students from time to time, and they might be required to give full accounts of their observations on such points as the graduation of the subjects taught to the various classes and their suitability to the ages of the children, the difficulties arising from the different needs and capacities of boys and girls, and the many questions of organisation which must necessarily be solved by the Head Teacher. The defect in the present system of training indicated in this paragraph is one which calls for the immediate attention of the authorities of the Colleges.

Kindergarten. "My Lords do not consider that any Training College for Women is complete which does not give students opportunities for practical acquaintance with Kindergarten methods, and, indeed, they think it desirable that even in Colleges for men visits to schools or classes engaged in Kindergarten exercises or in Varied Occupations, made under the direction of the Master of Method, should form part of the experience of every student.

Records of Progress. "My Lords observe with much satisfaction that the records of the progress made by students in practical work, and the judicial assessment of their teaching capacity, are as a general rule kept carefully enough to prove very useful to H.M. Inspectors. But sufficient discrimination is not always shown between students of differing merits; and in some cases judgments are so uniformly laudatory as to invalidate them altogether. The most valuable record is one which registers the faults noted at the beginning of a student's practice and the efforts and gradual progress made towards amendment.

"In conclusion, my Lords would remind the authorities of Training Colleges that successive developments and changes in the Code make larger calls than heretofore on the initiative and judgment of the individual teacher, and that therefore every possible opportunity and device should be used to cultivate the powers of resource and self-reliance and the technical skill of students during the course of their training."

CIRCULAR 441.

Circular to Residential and Day Training Colleges.

THIRD YEAR STUDENTS ABROAD.

[ISSUED BY EDUCATION DEPARTMENT, MARCH, 1900.]

SIR,—Permission to take a third year of training abroad was first given to specially recommended students in 1893, and since that date a few students have every year availed themselves of the privilege allowed by Article 120 of the Code. My Lords have recently made careful enquiries as to the value of this kind of training, and the conditions which should be attached to it, and They desire to acknowledge the valuable assistance which They have received both from the Authorities of various Training Colleges, and from many of the students who have had personal experience of the system.

The evidence goes to show that a year's residence abroad has proved of great benefit to students in the following ways:—

(i.) It has widened their general culture and experience.

(ii.) It has given them a much more thorough knowledge of the language of the country to which they have been sent than they could otherwise have acquired. Such knowledge has proved specially valuable in the case of those students who were sent to France, and whose subsequent work as Teachers has lain in Training Colleges or Pupil Teacher Centres.

(iii.) It has enabled them to improve their methods of teaching through their observation of the methods adopted abroad.

My Lords desire to indicate for the guidance of the Authorities of Training Colleges the general principles upon which they propose to act in administering the provisions of the Code in question.

I. As to the selection of students.—The Authorities of the Training College in making their application to the Department should define the special aim of the student's residence abroad. With a view to the satisfactory fulfilment of this requirement, which necessarily pre-supposes an intimate knowledge of the student's bent and capacity, the selection should not be made earlier than the Spring of the student's second year. The Authorities of the Training College will be at liberty to modify the aim originally proposed f circumstances arising after the student has entered into residence abroad render it advisable, and if the approval of the Department to such modification be obtained.

Some study of foreign educational methods and school organisation should form a necessary part of the student's work abroad. Such study need not be widely extended in its scope, and should not form a hindrance to the continuance of the student's general education. It would be considered sufficient if it bore somewhat the same proportion to the other studies as the professional course (Part I.) bears to the literary course in the case of third year students working in the Training Colleges in England.

The student about to proceed to France should, as a rule, possess sufficient proficiency in the French language to enable him to carry on a simple conversation. In the case of a student sent to Germany, a conversational knowledge could hardly be expected; but he should, if possible, have some acquaintance with the elements of the grammar and vocabulary.

The Authorities of the Training College will be held responsible for ascertaining that the student satisfies these conditions; and should be prepared to furnish the Department with a certificate to that effect. The conditions might, however, be relaxed, with the approval of the Department, in the case of any student who proved himself to possess marked linguistic talents.

II. As to the choice of the place to which the student is to be sent.—Principals of Training Colleges desiring information and advice as to the selection of places abroad should apply direct to the Director of Special Enquiries and Reports, Education Library, St. Stephen's House, Cannon Row, London, S.W. As a rule only one student at a time should be sent to a place, but this condition might be relaxed in the case of places such as Paris and Jena. The student should ordinarily remain in the place selected throughout his course.

III. As to the residence abroad.—The student should always be attached to some foreign Training College or Institution, and should be introduced to some person of recognised standing in the place selected, to whom he might refer in case of difficulty. In the case of a woman student residing in Paris, it is an indispensable condition, that the lodgings for her should be selected by, or under the supervision of, Miss Williams, of the Franco-English Guild.

The student should submit to the Authorities of his or her Training College once in every three months a report of a formal character on some subject selected by them from a list of subjects offered by the student. The last report, or the last two reports, should be in the language of the country in which the student is residing. These reports should be available for H.M. Inspector at his visits to the Training College. Students spending a third year abroad will be required as heretofore to take Part I. of the Certificate Examination for third year students and to give a lesson before H.M. Inspector.

It is particularly requested that all applications for permission to send students abroad may be made to the Department *not later than 1st May.*

CIRCULAR 287.

DAY STUDENTS IN TRAINING COLLEGES.

[ISSUED BY EDUCATION DEPARTMENT, MAY, 1890.]

"I. It is intended to give effect to the provisions respecting Training Colleges contained in Articles 110-129 of the Code of 1890 under the following regulations:—

"*Day Training Colleges.*

"II. No institution conducted for private profit can be recognised as a Day Training College.

"III. The students must devote their whole time to studies and to normal training. No student may be on the staff of a school.

"IV. The students may reside at their own homes, or in a house suitably kept and furnished by the local committee, or in lodgings approved by them.

"V. The students must receive assistance in their private studies from duly qualified officers. The conditions of attendance at these private studies must be settled by the local committee.

"VI. A normal master (or mistress) must be appointed by the local committee and approved by the Department. The duties of such normal teacher will be to give lectures on the history and theory of education, and to superintend the students' work in the practising school. He (or she) must also give a course of model lessons, and preside at the criticism lessons.

"VII. The practising school, and the arrangements for the students' work therein, must be approved by the Department.

"VIII. A time-table showing the plan of studies and of lectures, and the time to be spent in the practising school, must be approved by the Department. A register of each student's attendance at the lectures and at the practical school work must also be kept, and be submitted to H.M. Inspector at his annual visit.

"IX. The academical year in a Day Training College must begin in September or October and end in June or July.

"X. At the Queen's Scholarship Examination in July of each year those candidates who desire to be received into Day Training Colleges must express that wish by a special mark on their examination papers, and must name the College into which they seek to be admitted. The result of the examination of such candidates will communicated as soon as possible to the Colleges so indicated.

"XI. All students will be required to pass the examination prescribed in the Syllabus in—

Reading and Recitation, Teaching a class (second year), School Management, Needlework and Domestic Economy (girls),	} Obligatory.

Music is an optional subject.

"XII. But in respect to the following subjects of the examination, in which the students in training receive instruction in common with other students, viz.:—

Arithmetic and Mathematics, English Language and Literature, Geography, Physical and Political, English History,	} Obligatory,

and

Political Economy, Languages, Science,	} Optional,

it will not be required that the course of instruction shall follow in all its details the course prescribed in the Syllabus. In this case the Department will be prepared to accept the results of the examinations held by the authorities of the University or College to which the Day Training College is attached, subject to the following conditions:—

(*a*) The programme of studies and the books prescribed in languages shall be communicated to the Department at the beginning of each academical year, in order that it may be ascertained that the course of instruction corresponds in extent and difficulty with the course prescribed in the Syllabus.

(*b*) The worked papers and the questions set by the College examiners shall be sent to the Department, together with the marks awarded. The object of this is not to interfere in any way with the judgment of the examiners as to the merit of one candidate examined as compared with that of another, but in order that, if necessary, the marks shall be adjusted to the same standard as that employed in the classification of other students at the end of each year.

"XIII. The Department will hold a special examination in June or July of each year, for the students of Day Training Colleges, in School Management, Needlework and Domestic Economy (Girls), and Music. The examination in Teaching and in Reading and Recitation will take place at the time of H.M. Inspector's annual visit.

"XIV. Applications from the authorities of a Day Training College, made in conformity with Art. 116, should give full particulars respecting—

"(*a*) The constitution of the proposed local committee (Art. 112) whether identical or not with the governing body of the University or other College.

"(*b*) The number of students whom it is proposed to admit, distinguishing male from female students.

"(*c*) The proposed conditions and terms of admission.

"(*d*) The proposed arrangements for the lodging of the students and for the due supervision of their conduct by the committee.

"(*e*) The proposed arrangements (i.) for such general instruction in the subjects of the Syllabus as may be given to the students in common with others; and (ii.) for the special instruction and training of the students in the subjects specified in paragraph XI.

"(*f*) The name of the school or schools proposed to be used as practising schools, and the terms of the agreement between the local committee and the Managers of such schools, respecting the appointment of suitable head teachers, the hours of attendance, and the necessary superintendence of the students while engaged in practical work.

"(*g*) The extent to which the two years' attendance and the certificate (Art. 60) of a student in training will count as part of a qualification for a University degree.

"*Day Students in Residential Colleges.*

"XV. Day students in Residential Colleges must conform to the requirements specified in the Syllabus, attend the same lectures, classes, and practising schools, and present themselves at the same annual examinations as the students in residence.

"The applications from the authorities of a Residential College made in conformity with Art. 116 should give full particulars respecting—

"(*a*) The number of external or day students whom it is proposed to admit.

"(*b*) The sufficiency of the class-room accommodation, and of the teaching staff, and of the practising schools, for the instruction of such additional students.

"(*c*) The proposed conditions and terms of admission.

"(*d*) The proposed arrangements for the lodging of the day students, and for the due supervision of their conduct by the authorities of the College.

"(*e*) The hours of attendance at classes and lectures.

"Applications should be addressed to the Secretary, Education Department, Whitehall, S.W."

CIRCULAR 315.

CIRCULAR TO DAY TRAINING COLLEGES.

(ISSUED BY EDUCATION DEPARTMENT, JUNE, 1892.)

"My Lords have considered the representations made to them by the Principals of Day Training Colleges who attended at this Office as a deputation on the 30th April last, and I am to communicate to you the decision at which their Lordships have arrived in reference to the chief points which were then brought under notice.

"In respect to the *General Paper*, which, in accordance with the terms of Circular 303, it is proposed to set at the Certificate Examination, I may remind you that its purpose is (1) to assure the Department that Students who are pursuing an advanced collegiate course shall not have neglected the subjects of Arithmetic, English Grammar, Geography, and History, which are required to be taught in elementary schools: and (2) to aid the Department in adjusting and co-ordinating the marks assigned to the several Candidates. It is not intended in any way to increase the severity of the examination or to impose on the Students the necessity for any

exceptional preparation. Hence the General Paper will be a pass paper only, carrying with it no opportunity for special distinction or for obtaining additional marks. It will be so framed that Students who have given due attention on *any* system of instruction to these indispensable subjects will find questions enabling them to give evidence of the fact.

"All Students in Day Training Colleges who do not pass the University Examinations previously accepted by the Department will be required to take the General Paper. There will be one such paper only, and it may be taken at the end of either the first or the second year of training, at the discretion of the College authorities. Students who elect to take it at the end of the first year and who fail to satisfy the Department will be required to take it at the end of the second year.

"Students who shall at the 'Admission' or Queen's Scholarship Examination have received the special mark G. or H., indicating that they have passed with exceptional credit in Geography or History, will not be expected to answer those questions in the General Paper which relate to that subject.

"My Lords do not desire needlessly to restrict the freedom of the College Teachers and Professors in the treatment of their several subjects. But, with a view to secure as much uniformity in the final estimate of the work as may be consistent with such freedom, it becomes necessary to observe some general rule in regard to the marking of the Students' papers. The revisers of the marked papers, worked at Day Training Colleges last June, experienced, in some cases, great difficulty, owing to the different methods which had been adopted in assigning the marks. In order to prevent the recurrence of this difficulty in future years the following procedure should be, as far as possible, adopted:—

"(*a*) The full marks assigned to each question should be stated; and the total of these marks should give a maximum of 100 for each paper.

"(*b*) The marks awarded to each answer should be set down in the margin; and the total for each paper should be summed up, and indicated on the first page.

"(*c*) The errors should be scored.

"(*d*) A list should be sent up to the Department with each packet of papers, showing the names of the candidates, and the marks obtained by them respectively.

These marks will then be adjusted by the Department in proportion to the relative value assigned to each subject in the scale of final marks. A copy of the list of subjects showing the maximum number of marks obtainable for each subject will be sent to the Principal of your College for his information.

"The names of Students who shall have passed will be arranged alphabetically and in three divisions, corresponding, as nearly as possible, to the divisions in which other candidates for certificates are placed at the Christmas Examination. The classification will depend partly on the marks awarded by the Department for Reading, Teaching, and other subjects prescribed in Part I. of the Syllabus; and partly on the proficiency shown in the answers to questions given by the College Authorities in subjects recognised in Part II. of the Syllabus.

"The worked papers of Students who pass *University* Examinations approved by the Department should not be sent up for revision."

DECLARATION TO BE MADE BY PROPOSED STUDENTS BEFORE ADMISSION.

EACH Student must fill up, as well as sign, a form of this kind, with his or her own hand.

I* _____

late† _____

hereby declare that it is my *bonâ fide* intention to adopt and follow the profession of a Teacher in—

a. a Public Elementary School, or Training College; *or*

b. the Army or Navy; *or*

c. (within Great Britain) Poor Law Schools, Certified Industrial or Day Industrial Schools, or Certified Reformatories;

and I acknowledge that, in entering this College, I take advantage of the Public and other charitable funds, by which it is supported, in order to qualify myself for the said profession, and for no other pupose.

(Signed) _____

Proposed Student.

After being read aloud, on the _____ day of _____ 1900.
in the presence of

(Signed) _____

Principal.

* Name in full.

† A *Pupil-teacher in the National, &c., School* at _____ or other description, as the case may require.

Circular to H.M. Inspectors. CIRCULAR 414.

DRAWING AND MANUAL INSTRUCTION.

(ISSUED BY THE EDUCATION DEPARTMENT, 7TH MARCH, 1898.)

SIR,—As you are no doubt aware, it has been determined that from 31st March, 1898, the administration of the grants for Drawing and Manual Instruction in Public Elementary Day Schools shall be transferred from the Department of Science and Art to the Education Department. In the Day School Code for 1898, now before Parliament, provision is accordingly made for grants for these subjects to schools whose school year ends on or after 30th April, 1898; see Article 101 (c.) (i.), Article 101 (l.), and Article 134. Schools whose school year ends on 31st March, 1898, will generally have been inspected under the Science and Art Department before that date, and will receive their grants from that Department; the first schools to receive Drawing grants from the Education Department will therefore be those whose school year ends on 30th April next.

In the case of Evening Continuation Schools, the grants for Drawing, for the current session ending 30th April, 1898, will be paid under the existing arrangements. From that date the inspection of these schools in Drawing will, as in the case of Day Schools, be transferred to the Education Department, although the grants will continue to be paid from the Vote for the Department of Science and Art.

The administration of the grants for Drawing by the Education Department necessarily involves (at any rate in the case of schools inspected under Article 84 (b)) the abolition of the general practice of examination as now conducted by the Department of Science and Art and its replacement by inspection, subject to exceptional tests in special cases. Their Lordships think that even in those schools which are not excused the annual inspection under Article 84 (b) of the Code, the Drawing should be judged by the Inspectors' observation of the instruction, rather than by examination. But in such schools there is no reason why the Inspector should not examine in Drawing, so far as he thinks necessary. And in all cases it will be necessary that sufficient work done during the school year should be kept for the occasions of the Inspectors' visits.

My Lords have no reason to doubt that the inspection of Drawing can be carried out effectively by the Inspectors and Sub-Inspectors of the Education Department, many of whom are already well qualified by experience and training to undertake the duties which now devolve upon them. The present staff will, moreover, be strengthened by the transfer to the Education Department of most of the officers, who have hitherto conducted the Drawing examination in the Elementary Schools on behalf of the Science and Art Department. Of these officers, some will be attached as Sub-Inspectors to the staff of one or other of the District Inspectors, and will take their share in the general inspection work of the district; others will be, for the present, set apart for the work of Inspectors in Drawing, and their help will be available in cases where the District Inspectors feel doubtful as to the efficiency of the instruction in Drawing.

With regard to the employment of the officers who are to be set apart for Drawing inspections, their Lordships think it important to lay down the principle that their work should not be regarded as in any way superseding inspection by the regular staff of Inspectors, but that it should be supplementary to such work.

Both in Day and Evening Schools it is most desirable that Managers and Teachers should understand that the inspection in Drawing, with some exceptions, will be like that of other subjects in the hands of the regular staff. But in each district cases will occur where H.M. Inspector would desire to fortify his opinion, or to modify it by a second judgment, and other cases may from time to time arise where the inspection by the regular staff has not been possible. Such cases will be dealt with by the new officers.

It has therefore been decided that a Sub-Inspector, for the special purpose of inspection in Drawing, should be attached to each of the ten Chief Inspectors' divisions. The detailed arrangement of his duties will be left in the Chief Inspector's hands; but noting that in each division there are on the average nine or ten districts, their Lordships think that it may be convenient, and with slight adjustment will certainly be possible, that during each month, more or less, the Drawing Sub-Inspector should be attached, at the discretion of the Chief Inspector, to one of such districts. He will be furnished by H.M. Inspector of the district with a list of the schools which, so far as his time permits, he may be desired to visit and report on to H.M. Inspector. These will include both Day and Evening Schools, and the fact that the latter are in session only from September to Easter will probably necessitate a readjustment each year of the periods spent in the various districts of a division.

Some additional Sub-Inspectors will also be wanted, not for special purposes connected with Drawing, but in order, by an addition to the staff of certain of H.M. Inspectors, to give relief where the total work (including that connected with Drawing) would otherwise be excessive. Their Lordships have accordingly arranged for the transfer of fifteen Sub-Inspectors of the Department of Science and Art, whose services will no longer be required by that Department after 31st March, to the staff of Sub-Inspectors of the Education Department. These officers will be employed under the direction of the District Inspectors to whose staff they may be attached, in the ordinary duties of Sub-Inspectors of the Education Department. Their previous experience in examining elementary schools in Drawing under the Science and Art Department will doubtless be found valuable by the Inspectors under whom they will in future be working, and their presence may render references to the Drawing Sub-Inspectors less necessary in those districts where they are employed than in others where all the inspecting staff are undertaking Drawing inspection for the first time.

It has been said above that the grants for Drawing will have to be recommended by the Education Department Inspectors in all schools whose school years end on or after 30th April next. As regards schools where the annual grant falls due on the 30th April, it is obvious that sufficient time will not have been given, as a rule, for inspections of Drawing under the new arrangements before that date. The recommendation of these grants must therefore depend largely upon the award of the Science and Art Department in the previous year. The same remark applies, though in a diminishing degree, to schools where the grant falls due on the 31st May next, and in succeeding months throughout the current year.

In the case of Manual Instruction, and of the Drawing directly applied thereto, my Lords think that the present system, in so far as an examination test for a fixed day is compulsory, should also be replaced by inspection, but that the inspection of Manual Instruction, instead of being conducted by the general staff, as in the case of Drawing, should, as a rule, be entrusted to special officers selected for this duty. Their Lordships have therefore decided to appoint four Sub-Inspectors, who will be employed exclusively in the inspection of Manual Instruction Centres and Classes. They will be transferred from the staff of the Department of Science and Art, and will rank as Sub-Inspectors of the First Class.

It is proposed to distribute the Chief Inspectors' Divisions among the four Sub-Inspectors of Manual Instruction as follows:—

(1) North-Eastern and North Central.
(2) North-Western, West Central, and East Central.
(3) South-Eastern and Metropolitan, excepting London districts 87 and 90—95.
(4) Welsh, Eastern, South-Western, and London districts 87, 90—95.

It will probably be found convenient that the reports of these four Sub-Inspectors shall be sent to the Chief Inspectors, who will distribute them to their District Inspectors.

QUALIFICATIONS IN ART.

The Elementary Drawing Certificate.

The requirements for the ELEMENTARY DRAWING CERTIFICATE (First Class) now are—a Second Class in :—

(*a.*) Freehand Drawing of Ornament in Outline ;
(*b.*) Model Drawing ;
(*c.*) Drawing in Light and Shade from a Cast ; and
(*d.*) A First Class in the Elementary Stage of Practical Plane and Solid Geometry, Science Subject I.

The requirements for the ELEMENTARY DRAWING CERTIFICATE (Second Class) were—

(*a.*) A First Class in Practical Plane and Solid Geometry, Science Subject I., Elementary Stage ;
(*b.*) A Second Class in the Elementary Stage of Model Drawing (Subject 3*a*) ; and
(*c.*) A Second Class in the Elementary Stage of Freehand Drawing (Subject 2*b*).

The Art Class Teacher's Certificate.

The requirements for the ART CLASS TEACHER'S CERTIFICATE are :—
The satisfactory execution of the following works :—*

(*a.*) Subject 1*a*. Six or eight geometrical problems worked in ink with instruments ; the problems being stated in writing. (On an imperial sheet.)

(*b.*) Subject 3*b*. An outline in pencil of ornament, in low relief from the cast from the Madeleine or Louis XII. pilasters, or any large ornamental seroll. (On an imperial sheet.) Drawings from casts in relief of the same size as the originals may not be submitted for examination. Drawings from casts of sunken or incised ornament, such as the ornament from the church of St. Anthony of Padua, are not eligible for submission.

It must be distinctly understood that this work must be entirely executed from the cast *in relief* without reference to Drawings, Paintings, or any flat representation of the same subject.

(*c.*) Subject 5*a*. A drawing from a group of models which should include vases such as those produced by Wedgwood or Minton, or similar objects placed upon a drawing-board, drawn without background, and shaded in chalk or pencil.† (On an imperial sheet). Enough of the board must be drawn to show that the Perspective is accurate. The horizon must be kept within the sheet of paper on which the models are drawn.

It must be distinctly understood that this work must be entirely executed from the models and objects, without reference to Drawings, Paintings, or any flat representation of the same subjects.

(*d.*) Subject 5*b*. A shaded drawing in chalk or pencil from a piece of ornament in high relief, or from casts of fruit. (On an imperial sheet.) Drawings from casts in relief of the same size as the originals may not be submitted for examination.

It must be distinctly understood that this work must be entirely executed from the cast without reference to Drawings, Paintings, or any flat representation of the same subject.

And a First Class in the :—

(*e.*) Elementary Stage of Perspective (Subject 1*c*).
(*f.*) Freehand Drawing of Ornament in Outline.
(*g.*) Model Drawing.
(*h.*) Drawing in Light and Shade from a Cast ; and
(*i.*) Elementary Stage of Practical Plane and Solid Geometry. Science Subject I.

* See Supplement to Directory for Illustrations of the character of these works.
† Instead of work in chalk or pencil, drawing in sepia may be submitted, and will be accepted for the Certificate, the marks being awarded for correct drawing only and not for merit in water colour washing.

CIRCULARS, ETC., RESPECTING MANUAL INSTRUCTION.

FORM 8 M.I.

[ISSUED BY EDUCATION DEPARTMENT AS REQUIRED.]

_____ *School.*

SIR,—With reference to your application to the Education Department for a grant for Manual Instruction to the above-named School under Article 101 (*i*) of the Code, I am directed to request that the attached Flyleaf may be duly filled up and signed, and returned to me, as soon as possible, to the above address.

I am, Sir, &c.

_____

Sub-Inspector (Manual Instruction).

FLYLEAF TO FORM 8 M.I.

_____ *School.* *No.* _____

County of _____

1. Is the Manual Instruction given in accordance with Schedule M of the Code?
2. (*a*) Is it given on the school premises? If not,
   (*b*) give the exact address and position of the building in which it is given; and
   (*c*) Say whether such building is used by the children from this School only; or
   (*d*) As a Manual Instruction Centre for children from other schools.
3. (*a*) What is the nearest railway station?
   (*b*) What is the distance of such station from the School or Centre?
4. State (*a*) the day or days of the week on which the instruction is given.
   (*b*) The exact hours of instruction on each day.
5. Give approximately the number of scholars receiving Manual Instruction.

Signed _____

Correspondent of the School,

or

_____

Clerk of the School Board.

Date _____ 1900.

☞ This Form should be forwarded to the Inspector with Form 9 (or 9 B).

EDUCATION DEPARTMENT.
Form 60 M.I.

MANUAL INSTRUCTION.

_____ *School,*

County _____

School Year ended _____ 1900 (*Article* 22.)

Certificates to be signed by Managers and Teachers.

WE, the undersigned, certify:—

1. That Manual Instruction has been given in the above-named School, or in a Central School or Workshop for Manual Instruction in connection with the above-named School, for two hours weekly, regularly throughout the year, *or from the day of , 1900.

2. That a special Register of attendance has been duly kept and supervised in accordance with Regulation 4 (c), Schedule M, of the Code.

3. That we have carefully verified by the original Registers a sufficient number (taken at hazard) of the entries in this Return to satisfy us of its accuracy.

_____
_____
_____ } Managers, or (*in Board Schools*) Clerk of the School Board, or three Managers appointed under Section 15, Elementary Education Act, 1870.

WE, the undersigned, certify that each Scholar named in Col. 1 of this Return has received Manual Instruction for two hours weekly, for the number of weeks entered in Col. 3, while attending the School and receiving instruction in the elementary subjects in the Standard specified in Col. 2.

_____
Principal Teacher.

_____
Teacher of Manual Instruction.

No.	1 NAME. (Place Surname first.)	2 Standard of instruction in the elementary subjects (not lower than the fifth).	3 Number of weeks of school year in which the scholar has attended Manual Instruction for not less than two hours.
1			
2			
3			

* Strike out if not applicable.

EDUCATION DEPARTMENT.

REPORT OF SUB-INSPECTOR (MANUAL INSTRUCTION).

School. *No* _____

County _____

School year ended _____ 1900.

1. Date of Inspection ... ...
2. Number of Scholars present at Inspection ... ...
3. Is instruction given in the use of tools for—
   (*a*) Wood? (*b*) Iron?
4 (*a*) For how many hours weekly is instruction given?
   (*b*) And what part (if any) of that time is given to the Special Drawing?
5. Is the instruction given in a properly fitted-workshop?
6. Is the Special Attendance Register—
   (*a*) Satisfactorily kept? ... ...
   (*b*) Properly supervised by the Managers? ... ...
7. Do you consider the instruction to be—
   (*a*) Satisfactory? ... ...
   (*b*) Specially good? ... ...

General Observations (if any)—

Sub-Inspector (Manual Instruction).

Date _____ 1900.

SUGGESTIONS FOR MANUAL INSTRUCTION.

FORM 201, M.I.

[ISSUED BY EDUCATION DEPARTMENT, APRIL, 1898.]

1. The Education Department desire to leave the Managers of Schools as free as possible in formulating courses of Manual Instruction under Schedule M. of the Code, 1898, provided that such courses be adapted to teach the use of tools employed in handicrafts, not so much as an initiation in a special handicraft as a disciplinary educational course to train the hand and eye to accuracy by a progressive series of exercises connected with Freehand Drawing and Drawing to Scale. The following observations must therefore be regarded more in the light of suggestions than rules to be rigidly followed.

2. Before commencing to work with tools it will be found very useful to practice the younger children in cutting out and putting together solid models in cardboard or paper from plane projections (known technically as "nets"). All work with tools must be from careful full-size or large-scale drawings prepared by the scholar. The preparation of these drawings should, whenever practicable, form part of the instruction given by the Manual Instructor, and care should be taken that the scholar properly appreciates the importance of accuracy in working, and strict attention should be paid to dimensions; and the drawings should, as far as possible, serve as working drawings for the practical exercises.

3. The tools required for the early stages of Manual Instruction in working in wood are the saw, the plane, and the chisel. The construction and mode of use of these tools, and demonstrations illustrating the proper methods of sharpening them

and of keeping them in good working order, should form the subjects of preliminary lessons. *Second year, or more advanced scholars, may with advantage be required themselves to sharpen the edge-tools they use.*

4. Clear ideas respecting the various kinds of hard and soft woods, the growth and structure of wood, its fibre, and grain, and the uses of the different varieties of timber, may be given by means of a small collection of the chief descriptions of timber commonly employed in working in wood, with longitudinal and cross-sections.

5. A great variety of exercises may be arranged, suited to the strength and ability of the scholar, in the use of these tools, which will give an elementary knowledge of the principles of construction, and at the same time teach accuracy and carefulness. The earlier exercises should include some such as the following:—Sawing off across the grain of the wood, and sawing along the grain of the wood, blocks and strips of given dimensions taken from a drawing prepared by the boy himself, and having marked on it the required dimensions. Many varieties of tenon and of halved joints can be made in the rough with the saw alone.

6. Instruction in the use of the plane can be commenced by planing small surfaces up to 3 inches in width and 1 foot or upwards in length, and then planing down strips to a given thickness. The planing of two surfaces at right angles to each other, the preparation of a right square prism and a hexagonal prism, and the construction of a straight-edge, with bevelled edges, should follow later.

7. The joints used by carpenters form a valuable series of exercises in which the use of the saw and chisel may be learnt. The teacher should draw up a complete series of simple and graduated exercises for the early stages which all the scholars attending the class should execute in turn. No attempts should be made at first to construct small articles of furniture. Neatness of workmanship and a due regard to finish should be insisted upon in all cases.

8. The proper use of nails and screws should be explained and practised till a fair measure of accuracy has been attained.

9. So far the instruction does not involve the use of curved surfaces. If the workshop is provided with a lathe, another graduated series of exercises might be arranged for more advanced scholars, to include the simpler forms of turning, but this is not insisted on.

10. In iron, the scholar should begin by chipping a plane surface, then completing it with a file; filing a cube until the sides are accurately plane and parallel to each other; making a hexagonal prism and a hexagonal bolt-head will be found good exercises for using the file; making a nut gauge, a square, and various kinds of punches might follow. Drilling a circular hole in an iron plate, screw-cutting, and similar exercises will enable a lad to take part in the construction of some useful tool for the workshop. Instruction may subsequently be given in the methods of joining metal work by welding, riveting, &c. The use of cold riveting may be shown even where there is no smith's hearth. A similar series of exercises might be introduced for brass in place of iron. Where facilities exist, a lathe for metal work and a blacksmith's forge will be found extremely useful.

11. There should be not less than 4 feet run of bench and a space of at least 2 feet in width in front of the bench, for each scholar under instruction. The workshop should be well-lighted and ventilated. There should be a bench and set of bench tools for the use of each scholar when under instruction, with a proper place in which to keep them, and supplementary tools conveniently arranged; each bench being provided with a wood or metal vice, as the case may be. A teacher cannot properly direct the Manual Instruction of more than about 15 or 20 boys at one time. But where more than one teacher is present during the whole meeting of the class the number of scholars may be increased in proportion.

VOLUNTARY SCHOOLS ACT, 1897.

(60 VICT. c. 5).

An Act to provide for a Grant out of the Exchequer in Aid of Voluntary Elementary Schools, and for the Exemption from Rates of those Schools, and to repeal part of Section Nineteen of the Elementary Education Act, 1876. [8th April, 1897.]

Be it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:—

SECT. 1.—*Aid Grant to Voluntary Elementary Schools.*

(1) For aiding Voluntary Schools there shall be annually paid out of moneys provided by Parliament an Aid Grant, not exceeding in the aggregate five shillings per scholar for the whole number of scholars in those schools.

(2) The Aid Grant shall be distributed by the Education Department to such Voluntary Schools and in such manner and amounts, as the Department think best for the purpose of helping necessitous schools and increasing their efficiency, due regard being had to the maintenance of voluntary subscriptions.

(3) If associations of schools are constituted in such manner, in such areas, and with such governing bodies representative of the managers as are approved by the Education Department, there shall be allotted to each Association while so approved,

(*a*) a share of the Aid Grant to be computed according to the number of scholars in the schools of the Association, at the rate of five shillings per scholar, or, if the Department fix different rates for town and country schools respectively (which they are hereby empowered to do), then at those rates; and

(1) A "Voluntary School" is a "public elementary school not provided by a school board." For the definition of a public elementary school refer to a note on page 1 of this volume.

(2) The "Number of Scholars" means the average number of scholars. (Sect. 4.)

(3) The Education Department are empowered, by Section 1 (3) (*a*), to fix different rates. This they have done by Minute dated June 16th, 1897. This Minute first defines a town voluntary school as being any school situate "within the district of the County Council of London, or within a country borough, municipal borough, or other urban district." Any school not so situate is a country school. The rates are fixed as follows:—

For town schools, the rate of 5s. 9d. per scholar.
For country schools, the rate of 3s. 3d.

A question having arisen as to the legality of the Aid Grant being applied to the purpose of reducing debt or over-draft in the accounts of a School, my Lords have taken the opinion of the Law Officers of the Crown and have been advised that "in distributing the Aid Grant, the Department cannot legally make a payment for the purpose of extinguishing a debt incurred by the managers of a Voluntary School prior to the passing of the Act in respect of the annual maintenance of the School. Such a payment would not be for the purpose of helping the School or increasing its efficiency, but for the purpose of relieving the individuals who had maintained the School in the past."

The Governing Body of your Association should bear this in mind when preparing Schemes for the distribution of the Aid Grant allotted to the Association. (Cir. 410. Jan. 1898).

(3) In a Minute dated April 9th, 1897, the Education Department have indicated their views as to the constitution of Association and allocation of grant. The full text of the Minute is as follows:—

"Their Lordships, having had under consideration Section 1 of the Voluntary Schools Act, 1897, read and approved the following Minute:—

"1. The Aid Grant will be allotted according as schools are grouped together in Associations recognised by the Department, or are not so grouped.

(*b*) a corresponding share of any sum which may be available out of the Aid Grant after distribution has been made to unassociated schools.

(4) The share so allotted to each such Association shall be distributed as aforesaid by the Education Department after consulting the governing body of the Association, and in accordance with any scheme prepared by that body which the Department for the time being approve.

(5) The Education Department may exclude a school from any share of the Aid Grant which it might otherwise receive, if, in the opinion of the Department, it unreasonably refuses or fails to join such an Association, but the refusal or failure shall not be deemed unreasonable if the

"2. As a general rule, an Association will not be recognised by the Department unless it extends over a sufficiently wide area, and includes a large number of schools.

"3. An Association may include schools of all denominations. More than one Association may be recognised in the same area, but only one Association may be recognised as providing exclusively for schools of the same denomination in the same area.

"4. Subject to the provisions of Sub-sections (1) and (3) (*a*) of Clause 1 of the Act, the rate of Aid Grant per scholar in average attendance, for the purposes of allotment, will be prescribed by the Department for each financial year, and will differ according as the scholar is in a school situate in a town or in the country. The rate prescribed for each scholar in average attendance in a town school will be somewhat higher than that for each scholar in average attendance in a country school.

"5. The Aid Grant will be allotted to each Association upon the basis of the average attendance of scholars in the schools of the Association. The average attendance in each school, for the purposes of the Aid Grant in each financial year, will be taken to be the average attendance for the school year ended next before the 1st day of August last preceding.

"6. Out of the sum not at first allotted to the Associations, Aid Grant will, subject to the provisions contained in Sub-section (5) of Clause 1 of the Act, be awarded to such of the unassociated schools as require special aid, and so far as such aid is in the opinion of the Department required.

"7. The surplus (if any) of the Aid Grant remaining, after setting aside a sum sufficient to satisfy the needs of the unassociated schools under the last preceding paragraph, will be allotted amongst the Associations upon the same basis of distribution as has been specified above, with regard to their original share of the Aid Grant.

"8. The Aid Grant to schools in Associations will be distributed to the schools in each Association, in accordance with a scheme prepared by the Governing Body of the Association and approved by the Department, under Sub-section (4) of Clause 1 of the Act. In order to aid the Department in forming a judgment on the schemes submitted to them, the purposes to which the grant is to be devoted in the case of the various schools aided, should as far as possible, be specifically stated.

"9. The Aid Grant to schools not in Associations will be distributed to such schools in accordance with the decision of the Department, having regard to the provisions of Sub-section (2) of Clause 1 of the Act.

"10. Payment of the Aid Grant to the schools entitled to receive it will be made at such times and in such manner as the Department may direct."

In a circular accompanying this Minute, numbered "394," the Department said:—

"(A.) Section 1 (1) limits the total amount of Aid Grant payable to Voluntary Schools in each year:

"(B) Section 1 (2), while giving to the Education Department wide powers for the Distribution of the Aid Grant among Voluntary Schools, defines the purpose, for which such grant shall be distributed, to be 'helping necessitous schools and increasing their efficiency,' and directs that, in the distribution, 'due regard' shall be 'had to the maintenance of voluntary subscriptions.'

"The remaining provisions of Section 1 (*i.e.*, its Sub-sections (*3*), (*4*), (*5*), (*6*), and (*7*)), relate chiefly, it will be seen, to the constitution of the 'Associations' into which the Act contemplates that Voluntary Schools will now organise themselves, and to the allotment of the Aid Grant by the Education Department to each such Association.

majority of the schools in the Association belong to a religious denomination to which the school in question does not itself belong.

(6) The Education Department may require, as a condition of a school receiving a share of the Aid Grant, that the accounts of the receipts and expenditure of the school shall be annually audited in accordance with the regulations of the Department.

(7) The decision of the Education Department upon any question relating to the distribution or allotment of the Aid Grant, including the question whether an Association is or is not in conformity with this Act, and whether a school is a town or a country school, shall be final.

SECT. 2.—*Repeal of* 17*s.* 6*d. Limit in* 39 & 40 *Vict. c.* 79. *s.* 19, *as respects Day Schools in England and Wales.*

After the last day of March, one thousand eight hundred and ninety-seven, the following words in section nineteen of the Elementary Education Act, 1876, namely, "such grant shall not in any year be reduced by reason of its excess above the income of the school if the grant do not exceed the amount of seventeen shillings and sixpence per child in average attendance at the school during that year, but shall not exceed that amount per child, except by the same sum by which the income of the school derived from voluntary contributions, rates, school fees, endowments, or any source whatever other than the Parliamentary

"It is to this part of the Act, dealing with Associations, that your attention is with most urgency requested.

"You will observe that, while the constitution of every Association has to be approved by the Department, the Act does not provide that an Association shall in any case be constituted by the Department, nor even that the Department shall prescribe any rules for the constitution of Associations, but leaves to local initiative that organisation of the Voluntary Schools into groups, under 'governing bodies representative of the Managers,' which is contemplated.

"Having regard to the freedom of local action thus intended by the Statute, my Lords, in the Minute sent to you herewith, merely indicate some general principles, which they will have in view when Associations claim to be approved by them, and avoid laying down any such rigid conditions of approval as might seem in any way to interfere with such freedom.

"With the Minute, there is also enclosed to you a Form of inquiries relating to your school and to its enrolment in an Association.

"Since answers must be received to these inquiries before my Lords can know how to deal with your school in any distribution of Aid Grant, it will be well that the Form should be returned (in the envelope sent herewith) as soon as you are in a position to reply definitely to the questions asked.

"I am therefore to suggest that, if you have not yet taken any step toward association, you should now, as soon as possible, communicate with the Managers of those Voluntary Schools in your neighbourhood with which the association of your school would seem most natural and desirable, or with any bodies or persons who may appear to you authorised to confer and arrange with you on behalf of such schools, and should endeavour, in concert with such Managers, bodies, or persons, to promote and expedite the preparation, and submission to this Department, of proposals for the establishment of an Association of Schools, including yours, and under a governing body representative of the Managers of the schools included.

"If it is desired that an Association should be recognised for the purposes of the first allotment, it should be formed and approved by the Education Department, as to its constitution, area, and governing body, within three months from the date of this Circular."

Section 1 (6) deals with audit of accounts, and a Minute, dated June 13th, 1897, provides:—

"The account of the receipts and expenditure of every school receiving a share of the Aid Grant shall be annually audited by a member of the Institute of Chartered Accountants, or of the Society of Accountants and Auditors, or by a banker or bank manager, or, in cases where no person so qualified is available, by some person especially approved by the Department."

grant, exceeds the said amount per child, and" shall be repealed so far as they apply to day schools in England and Wales.

SECT. 3.—*Exemption from Rates of Voluntary Elementary Schools.*

No person shall be assessed or rated to or for any local rate in respect of any land or buildings used exclusively or mainly for the purposes of the schoolrooms, offices, or playground of a Voluntary School, except to the extent of any profit derived by the managers of the school from the letting thereof.

SECT. 4.—*Definitions.*

In this Act, unless the context otherwise requires—

The expression "Voluntary School" means a public elementary day school not provided by a school board:

Any reference to the number of scholars in schools means the number of scholars in average attendance as computed by the Education Department;

A circular dealing with points in Section 3 has been issued by the Local Government Board. It is as follows:—

"I am directed by the Local Government Board to draw your attention to those provisions of the Voluntary Schools Act, 1897 (60 Vict. c. 5), which exempt from local rates certain voluntary elementary schools. The Act received the royal assent on April 8th last, and it came into operation on that day.

"Section 3 provides that no person shall be assessed or rated to or for any local rate in respect of any land or buildings used exclusively or mainly for the purposes of the schoolrooms, offices, or playground of a Voluntary School, except to the extent of any profit derived by the mangers of the school from the letting thereof.

"Section 4 of the Act defines the expression 'Voluntary School' as meaning a public elementary day school not provided by a School Board. The section directs that expressions not specifically defined in it shall have the same meaning as in the Elementary Education Acts, 1870 to 1893. Under Section 3 of the Elementary Education Act, 1870, an 'elementary school' means a school or department of a school at which elementary education is the principal part of the education there given, and does not include any school or department of a school at which the ordinary payments in respect of the instruction from each scholar exceed 9d. a week; and under Section 7 of the same Act, a 'public elementary school' means an elementary school conducted in accordance with the regulations contained in that section.

"Section 96 of the Act of 1870 precludes a Parliamentary grant being given to any elementary school which is not a public elementary school conducted in accordance with the regulations in Section 7. Hence, if an elementary day school is in receipt of a Parliamentary grant, it may be assumed that it is a public elementary school within the meaning of Section 4 of the new Act.

"The local rates to which the new exemption applies are determined by the definition of the expression 'local rate' contained in section 4. This expression means a rate the proceeds of which are applicable to public local purposes, and which is leviable on the basis of an assessment in respect of the yearly value of property, and includes any sum which, though obtained in the first instance by a precept, certificate, or other instrument requiring payment from some authority or officer, is or can be ultimately raised out of a local rate as before defined; and the effect of the definition is to include within the exemption the poor rate and all other rates leviable by overseers.

"The exemption will not apply to any rate made before April 8th last, but in the case of every rate made by you on or after that day you should give full effect to the exemption conferred by the Act. Where no profit is derived by the managers of the school from its letting, the premises referred to in section 4 should be omitted from the rate; but where the managers derive a profit, and the effect of the Act is to cause a reduction in the value of these premises for rating purposes, you should, as soon as conveniently may be, send to the assessment committee a provisional list under section 47 of the Valuation (Metropolis) Act, 1869 (32 and 33 Vict. c. 67), containing the gross and rateable value of the premises as so reduced.

"It should be noticed that the section does not necessarily exempt the entire

The expression "local rate" means a rate the proceeds of which are applicable to public local purposes, and which is leviable on the basis of an assessment in respect of the yearly value of property, and includes any sum which, though obtained in the first instance by a precept, certificate, or other instrument requiring payment from some authority or officer, is or can be ultimately raised out of a local rate as before defined:

Other expressions have the same meaning as in the Elementary Educations Acts, 1870 to 1893.

SECT. 5.—*Extent of Act and short title.*

(1) This Act shall not extend to Scotland or Ireland.

(2) This Act may be cited as the Voluntary Schools Act, 1897.

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school premises; it only exempts 'land or buildings used exclusively or mainly for the purposes of the schoolrooms, offices, or playground.' Consequently any part of the premises used as a teacher's residence will not be exempt, but must be assessed and rated as heretofore, and in any such case the teacher's residence should be included in a provisional list to be sent to the assessment committee.

"It may be added that the term 'managers,' as defined by section 3 of the Elementary Education Act, 1870, includes all persons who have the management of any elementary school, whether the legal interest in the schoolhouse is or is not vested in them." (June 10th, 1897.)

FORMS AND CIRCULARS (VOLUNTARY SCHOOLS ACT).

The operation of this Act has rendered it necessary for the Department to issue many new Forms and Circulars. We append the more important of these documents.

FORM 12 (V.S.).

[ISSUED BY EDUCATION DEPARTMENT TO MANAGERS OF VOLUNTARY SCHOOLS.]

"I am to request that you will be so good as to have the accompanying Form 1 (V.S.) filled up on behalf of the above school and returned to this Department as soon as possible.

"I am, however, to add that no allotment of Aid Grant in any financial year can be made to an Association in respect of any school which had not been open, and recognised by the Department as a Public Elementary School, from some date previous to the commencement of such year (April 1st). You will, in due course, be asked to furnish a return of the average attendance at the above school.

"Your attention is requested to the Minute of April 9th, 1897, herewith."

[FORM 1 (V.S.) TO ACCOMPANY PRECEDING LETTER.]

1. Name and Number of School ...
   (The *full* official Name should be given.)
   District of the County Council of ... No. ...
2. Where situated:—
   Name of { Borough ... ... / or Urban District ... / or Rural Parish ... }
3. Name of the Association (constituted under "Voluntary Schools Act, 1897") to which the school proposes to belong ... ...
4. If the school does not propose to belong to an Association,
   (*a*) Why does it not? ... ...
   (*b*) Does the school claim Aid Grant as being "necessitous" ("Voluntary Schools Act," s. 1 [2]), and, if so, how is it necessitous? ...

After the governing body of the Association have prepared their scheme, it is considered by the Department and if approved, approval is notified in the following terms:—

"The Education Department have now approved the Scheme prepared by the Governing Body for the distribution of the share of Aid Grant, which was allotted to the above Association on 1900, and the Department will proceed to distribute such Aid Grant in accordance with such Scheme, as so approved." (*Voluntary Schools Act, Section* 1 [4]).

The managers of every school in the Associati on then receive a copy of Form 17A (V.S.), which runs thus:—

"I am directed to inform you that the Scheme for the Distribution of the Aid Grant submitted by the Governing Body of the above Association under Section 1 (4) of the Voluntary Schools Act, has been approved by this Department, and that in accordance therewith a grant of £ : : will be paid as soon as possible to the London Agent of the Bank at which the School Account is kept.

"This grant is made for the purpose (or purposes) named below:—

	Increase this Year. £	Maintenance of increase made since passing of Act. £		£
A.—Teaching Power:			**B.—Equipment** (Art. 90 of the Code):—	
I. Improvement of Staff			I. Repairs	
			II. Minor improvements of existing premises	
II. Increase of Salaries:—			III. Furniture and Apparatus	
(*a*) Head Teachers			IV. Books and Stationery	
(*b*) Assistants ...			**C.—To meet necessary annual deficit:**	
III. Better Instruction of Pupil Teachers			To be applied in maintaining expenditure on—	
IV. Instruction in			(*a*) Salaries ...	
			(*b*) Books, Apparatus and Furniture	
			D.	

"My Lords will require to be satisfied that the Aid Grant has been expended on the purposes here specified.

"It is to be understood that the grant is made in respect of the current financial

year only, and it must not be assumed that the School will necessarily receive a similar grant in future years.

"The amount of Aid Grant now made, and the purpose for which it is made (as specified on this Form) should at once be noted in the Log Book.

☞ "You are requested, unless there are special circumstances to explain, *not* to write any letter in reply to this present communication."

On appeal by the Managers the mode of application of the grant may be varied, but only with the consent of the Department, which is signified in the following terms :—

FORM 18 (V.S.).

"Adverting to the letter (Form 17A [V.S.]) sent to you on the informing you of the amount of Aid Grant made to your school, for the purpose of

"I am directed to state that my Lords have now, on the recommendation of the Governing Body, approved the application of the grant to the following substituted purpose

"I am to request you to regard Form 17A (V.S.) as amended accordingly, and to note the amendment in the Log Book."

[ISSUED TO CORRESPONDENTS OF SCHOOLS RECEIVING AID GRANT].

FORM 9 (1) V.S.

N.B.—This Form must be completed as soon as possible after the end of the School Year, and attached to Form 9.

_____ No._____

_____ School. Census District No._____

District of the County Council of_____

School Date, December.

We hereby certify,—

(A.) That the sum of £_____, being the amount of Aid Grant received during the School year ended 30th November, 1900, has been, or is in course of being, applied to the purposes for which it was made ;

(B.) That the sum of £_____, being Aid Grant which remained unexpended at the end of the previous School year, has been applied to the purposes for which it was made ;

(C.) That the following is a correct return of the amount of Aid Grant expended during the School year ended 30th November, 1900.

PURPOSE.	AMOUNT EXPENDED. £ s. d.
(i.)	
(ii.)	
(iii.)	
(iv.)	
(v.)	
(vi.)	
Balance unexpended (if any)	
TOTAL	

Signed _____

_____

Managers of the above-named School.

I certify that the above return is correct.

Signed _____

Auditor.

Qualification _____

*See Article 85 (d) of the Code (modified by Minute of the Committee of Council on Education dated 6th June, 1896) and Sections 38 to 43 of Appendix II. to the Revised Instructions.

FORM 14 (V.S.)

[ISSUED BY THE EDUCATION DEPARTMENT TO ASSOCIATIONS].

I beg to forward, for the information and guidance of the Governing Body, the annexed Schedule of Schools belonging to the Association, in which the attention of the Managers has been called by this Department to the falling off of Voluntary Subscriptions, together with copies of such explanations as have been furnished by the Managers. A similar Schedule will be supplied to you from time to time.

My Lords hope that in dealing with these cases the Governing body will bear in mind the necessity of distributing the Aid Grant with a due regard to the maintenance of Voluntary Subscriptions (Voluntary Schools Act, section 1 (2)).

SCHEDULE TO FORM 14 (V.S.)

LIST OF SCHOOLS in respect of which the Education Department has called the attention of the Managers to a diminution in Voluntary Contributions (Voluntary Schools Act, 1897, Section 1 (2)).

N.B.—Voluntary Contributions include, in addition to the donations of individuals or societies, all net sums derived from Offertories, Concerts, Entertainments, Bazaars, and Voluntary Rates.

School Number.	NAME OF SCHOOL.	Voluntary Contributions.											
		189 .			189 .			189 .			189 .		
		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.

FORM 15 (V.S.)

ISSUED BY EDUCATION DEPARTMENT TO CORRESPONDENTS AS OCCASION REQUIRES.]

My Lords observe that the Voluntary Subscriptions * toward the above school amounted in the last School Year to £ , as compared with—

189 £
189 £
189 £

I am to inquire whether there is any explanation of this decrease, and to remind you that in distributing the Aid Grant the Department is directed to have "due regard to the maintenance of voluntary subscriptions" (Voluntary Schools Act, Section 1 (2)).

CIRCULAR 416.

Circular to Associations (Voluntary Schools Act).

SCHEMES FOR DISTRIBUTION OF AID GRANT.

[ISSUED BY EDUCATION DEPARTMENT, APRIL, 1898.]

A year's experience of the Voluntary Schools Act now enables the Department to express satisfaction with the results obtained by the Associations of Voluntary Schools. The zeal and discretion which have generally been displayed by Governing Bodies in the discharge of onerous and delicate duties, as well as the reasonable and sympathetic spirit in which School Managers have generally co-operated with them, have alike proved noteworthy; while the success which has attended the administration of the Act, as shown by the almost universal adoption of its principle of "Association" and by the working of this principle with a quite remarkable absence of friction, has promised well for the future of this new educational organisation.

* Voluntary Subscriptions include, in addition to the donations of individuals or societies all net sums derived from offertories, bazaars, entertainments, and voluntary rates, but are to be distinguished from aid from endowments.

The commencement of the new Financial Year appears to be a suitable occasion for calling the attention of Governing Bodies to certain points in connection with the preparation of their schemes for the distribution of the Aid Grant.

I. The first point, which a Governing Body has to consider, is the "necessitousness" of any particular school.

In dealing with this point, my Lords have observed a certain discrepancy in the methods adopted by different Governing Bodies.

In some cases, a large percentage of schools have been treated as not necessitous, and the money thus placed at the disposal of the Governing Body has been employed in augmenting the grants where urgently required. In other cases a tendency has been shown towards giving *something* to all or nearly all the affiliated schools. This has led to a frittering away of the grant in small sums, which are inadequate to the purposes proposed, and of no real assistance in increasing or even maintaining the efficiency of the school.

My Lords trust that Governing Bodies will select with strict and impartial discrimination the cases of real necessity, and confine their recommendations as far as possible to such cases only. There are, of course, many schools whose resources are sufficient for their ordinary expenditure, but not sufficient to meet some special and exceptional requirement. These cases may be exceptionally dealt with, and a grant recommended *pro hâc vice* commensurate with the special need. In all cases the local circumstances which make the school necessitous should be clearly stated in the forms supplied for the purpose, and should not be confused with the defects and requirements of the school itself.

II. Having determined that a school is necessitous, the next point that a Governing Body have to consider is the amount of grant to be recommended. This should always be fixed in accordance with the special needs of each particular school, and not on any automatic principle based on average attendance. A system of giving so much per head all round, with an additional bonus in some cases, is inadmissible.

III. The third point, which requires especial care and consideration on the part of the Governing Body, is the question of the purposes to which the grant is to be applied. These purposes may be grouped under three heads.

(*a*) Improvement of teaching power.
(*b*) Improvement of school equipment.
(*c*) Making adequate provision for the maintenance of due efficiency.

(*a*) The first of these groups includes all such purposes as augmenting the school staff, the engagement of more highly qualified teachers, the better instruction of pupil teachers by means of Central Classes or otherwise, the encouragement of good work and the proper support of the teachers by the payment of more adequate salaries. In the last case the Governing Body should satisfy themselves that the existing salaries are inadequate, and that the qualifications and necessities of the teacher are such as to warrant the increase. They should further ascertain and clearly state to what teachers the increase is to be given.

(*b*) *Equipment.*—Under this heading may be grouped all such objects as repairs and improvements of school premises, replacement or improvement of furniture, requisite apparatus, and the like.

Special care should be taken to ensure that the grant will be applied to the minor improvements of existing premises only, and not to additional buildings, and the provisions of Article 90 should be held in view. The precise nature of the improvement contemplated should in each case be ascertained and clearly defined in the recommendation made to the Department.

(*c*) The returns that have been furnished to the Department show that in a large number of cases the most pressing need is not increase of teaching power or improved equipment, but means to enable the school to maintain its present standard of efficiency. This is especially the case in large urban districts, where the rate of expenditure is necessarily high and voluntary contributions are often not easily obtained. It cannot be doubted that, in such cases, aid in maintaining the school is a proper, and, indeed, essential way of carrying into effect the object of the Act, but it is in dealing with these cases that the greatest care and supervision on the part of the Governing Body is required. Before recommending a grant for this purpose the Governing Body should be satisfied that the standard of efficiency is high, that the maintenance of that standard is endangered by want of funds, that the local support of the school is as liberal as can reasonably be

expected, and that the grant will not be employed to relieve the voluntary subscriptions. In all such cases the amount of grant should be carefully adjusted to the estimated deficit, and where the grant is given partly for this purpose and partly for specific improvements the amount to be devoted to the former purpose should be specified.

A deficit on a school account means the amount by which a year's actual expenditure for the support of the school exceeds, or, in the case of an estimated deficit, is likely to exceed, the actual income received during the same year, inclusive of the annual and fee grants. Any deficit, or part of a deficit, incurred for the purpose of payment of debts contracted before the passing of the Voluntary Schools Act will not be recognised by the Department as within the objects of the Aid Grant.

In future, if any sum is recommended towards meeting a deficit, the purposes to which it is to be applied should, in all cases, be stated. From their experience during the past year, the Managers will know to what item or items of expenditure sums distributed from the Aid Grant have been applied, or ought to be applied. There appears to be no difficulty, therefore, in the specification by the Managers of some one or more purposes recognised under Article 90 of the Code as the objects for which a payment from the Aid Grant is required.

In conclusion, my Lords hope that in future schemes the Governing Body will as far as possible endeavour to make the precise nature of the purposes clear and intelligible. To recommend, for instance, a grant for "salary" conveys no information of value to the Department. It might mean either a grant for the salary of an additional teacher, or one for increasing the salary of an existing teacher, or simply a grant in aid of one of the current items of expenditure in the school. This vagueness has been throughout one of the chief faults in schemes submitted during the past year, and one which has occasioned most difficulty in dealing with them. The Department attach great importance to a clear and definite statement of purpose, and rely on the co-operation of Governing Bodies in the matter.

Two other points in connection with "purpose" remain to be noticed:—

(*a*) The purposes named should be commensurate with the grant recommended. In the schemes of some Associations a long catalogue of purposes has been given, any one of which would of itself absorb the whole grant recommended. This renders the return practically valueless, and my Lords hope it will be avoided in future.

(*b*) Owing no doubt to the novelty of the work, a very large number of applications have been made to the Department to allow another purpose to be substituted for that originally recommended. My Lords hope that in future Managers will be required to state clearly and definitely the purposes for which they desire to obtain a grant, and be given to understand that the recommendation of the Governing Body when once made must be adhered to, except in cases of admitted misunderstanding or of special emergency.

BOARD OF EDUCATION ACT, 1899.

(62 & 63 Vict. c. 33.)

An Act to provide for the Establishment of a Board of Education for England and Wales, and for matters connected therewith. [9th August, 1899.]

Be it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:—

Establishment of Board of Education.

1.—(1.) There shall be established a Board of Education charged with the superintendence of matters relating to education in England and Wales.

(2.) The Board shall consist of a President, and of the Lord President of the Council (unless he is appointed President of the Board), Her Majesty's Principal Secretaries of State, the First Commissioner of Her Majesty's Treasury, and the Chancellor of Her Majesty's Exchequer.

(3.) The existing Vice-President of the Committee of the Privy Council on Education shall also be a member of the Board, but on the next vacancy in his

office the office shall be abolished, and the enactments mentioned in the schedule to this Act shall be repealed.

(4.) The President of the Board shall be appointed by Her Majesty, and shall hold office during Her Majesty's pleasure.

(5.) The Board shall be deemed to be established on the appointment of the President thereof.

Duties and Powers of Board of Education.

2.—(1.) The Board of Education shall take the place of the Education Department (including the Department of Science and Art), and all enactments and documents shall be construed accordingly.

(2.) It shall be lawful for Her Majesty in Council, from time to time, by Order, to transfer to, or make exercisable by, the Board of Education any of the powers of the Charity Commissioners or of the Board of Agriculture in matters appearing to Her Majesty to relate to education, and the Order may make such provision as appears necessary for applying to the exercise of those powers by the Board of Education the enactments relating to the Charity Commissioners or to the Board of Agriculture.

Provided that any question as to whether an endowment or any part of an endowment is held for or ought to be applied to educational purposes shall be determined by the Charity Commissioners.

Inspection of Secondary Schools.

3.—(1.) The Board of Education may by their officers, or, after taking the advice of the Consultative Committee hereinafter mentioned, by any University or other organisation, inspect any school supplying secondary education and desiring to be so inspected, for the purpose of ascertaining the character of the teaching in the school and the nature of the provisions made for the teaching and health of the scholars, and may so inspect the school on such terms as may be fixed by the Board of Education with the consent of the Treasury: Provided that the inspection of schools established by scheme under the Welsh Intermediate Education Act, 1889, shall, subject to regulations made by the Treasury under section nine of that Act, be conducted as heretofore by the Central Welsh Board for Intermediate Education, and that the said Board shall be recognised as the proper organisation for the inspection of any such schools as may be desirous of inspection under this section.

(2.) The council of any county or county borough may out of any money applicable for the purposes of technical education pay or contribute to the expenses of inspecting under this section any school within their county or borough.

Consultative Committee.

4.—It shall be lawful for Her Majesty in Council, by Order, to establish a Consultative Committee consisting, as to not less than two-thirds, of persons qualified to represent the views of Universities and other bodies interested in education, for the purpose of—

(*a*) framing, with the approval of the Board of Education, regulations for a register of teachers, which shall be formed and kept in manner to be provided by Order in Council: Provided that the register so formed shall contain the names of the registered teachers arranged in alphabetical order, with an entry in respect to each teacher showing the date of his registration, and giving a brief record of his qualifications and experience; and

(*b*) advising the Board of Education on any matter referred to the Committee by the Board.

Orders to be laid before Parliament.

5.—The draft of any Order proposed to be made under this Act shall be laid before each House of Parliament for not less than four weeks during which that House is sitting, before it is submitted to Her Majesty in Council.

Staff, remuneration, and expenses.

6.—(1.) The Board of Education may appoint such secretaries, officers, and servants as the Board may, with the sanction of the Treasury, determine.

(2.) There shall be paid, out of moneys provided by Parliament, to the President

of the Board, unless he holds another salaried office, such annual salary not exceeding two thousand pounds, and to the secretaries, officers, and servants of the Board such salaries or remuneration, as the Treasury may determine.

Style, Seal, and proceedings of Board of Education.

7.—(1.) The Board of Education may sue and be sued, and may for all purposes be described by that name.

(2.) The Board shall have an official seal, which shall be officially and judicially noticed, and that seal shall be authenticated by the signature of the President or some member of the Board, or of a secretary, or of some person authorised by the President or some member of the Board to act on behalf of a secretary.

(3.) Every document purporting to be an instrument issued by the Board of Education, and to be sealed with the seal of the Board, authenticated in manner provided by this Act, or to be signed by a secretary or any person authorised by the President or some member of the Board to act on behalf of a secretary, shall be received in evidence, and be deemed to be such an instrument without further proof, unless the contrary is shown.

(4.) A certificate signed by the President or any member of the Board of Education that any instrument purporting to be made or issued by the President or some member of the Board is so made or issued shall be conclusive evidence of the fact.

Power for President or Secretary to sit in Parliament.

8.—(1.) The office of President of the Board of Education shall not render the person holding it incapable of being elected to, or of voting in, the Commons House of Parliament, and shall be deemed to be an office included in Schedule H. of the Representation of the People Act, 1867; in Schedule H. of the Representation of the People (Scotland) Act, 1868; in Schedule E. of the Representation of the People (Ireland) Act, 1868; and in Part I. of the Schedule of the Promissory Oaths Act, 1868.

(2.) After the abolition of the office of the Vice-President of the Committee of the Privy Council on Education, one of the secretaries of the Board of Education shall not by reason of his office be incapable of being elected to or of voting in the Commons House of Parliament.

Extent, commencement, and short title.

9.—(1.) This Act shall not extend to Scotland or Ireland.

(2.) This Act shall come into operation on the first day of April one thousand nine hundred.

(3.) This Act may be cited as the Board of Education Act, 1899.

SCHEDULE.

ENACTMENTS REPEALED.

Session and Chapter.	Short Title.	Extent of Repeal.
19 & 20 Vict. c. 116 ..	The Education Department Act, 1856.	The whole Act.
21 & 22 Vict. c. 97 ..	The Public Health Act, 1858.	In section seven the words "the "Vice-President of the Com- "mittee of the said Privy "Council on Education being "one of them."

DEFECTIVE AND EPILEPTIC CHILDREN ACT, 1899.

(62 & 63 VICT. c. 32.)

An Act to make better provision for the Elementary Education of Defective and Epileptic Children in England and Wales. [9th August 1899.]

Be it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:—

Power to School Authority to Determine what Children are Defective or Epileptic.

1.—(1) A school authority, as defined by the Elementary Education (Blind and Deaf Children) Act, 1893, may, with the approval of the Education Department, make such arrangements as they think fit for ascertaining—

(*a*) what children in their district, not being imbecile, and not being merely dull or backward, are defective, that is to say, what children, by reason of mental or physical defect are incapable of receiving proper benefit from the instruction in the ordinary public elementary schools, but are not incapable by reason of such defect of receiving benefit from instruction in such special classes or schools as are in this Act mentioned; and

(*b*) what children in their district are epileptic children, that is to say, what children, not being idiots or imbeciles, are unfit by reason of severe epilepsy to attend the ordinary public elementary schools.

(2) The school authority, in making their arrangements under this section, shall provide facilities for enabling any parent, who is of opinion that his child ought to be dealt with under this Act, to present such child to the school authority to be examined, although he may not have been required so to do by that authority; and any school authority failing to provide such facilities shall be deemed to have acted in contravention of this Act.

(3) For the purpose of ascertaining whether a child is defective or epileptic within the meaning of this section, a certificate to that effect by a duly qualified practitioner approved by the Education Department shall be required in each case. The certificate shall be in such form as may be prescribed by the Education Department.

(4) For the purpose of the exercise of the powers conferred by this section, it shall be the duty of the parent of any child who may be required by the school authority to be examined to cause the child to attend such examination, and any parent who fails to comply with such requirement shall be liable on summary conviction to a fine not exceeding five pounds.

Power to Provide for Education of Defective and Epileptic Children.

2.—(1) Where a school authority have ascertained that there are in their district defective children, they may make provision for the education of such children by all or any of the following means:—

(*a*) by classes in public elementary schools certified by the Education Department as special classes; or

(*b*) by boarding out, subject to the regulations of the Education Department, any such child in a house conveniently near to a certified special class or school; or

(*c*) by establishing schools, certified by the Education Department, for defective children.

(2) Where a school authority have ascertained that there are in their district epileptic children, they may make provision for the education of such children by establishing schools, certified by the Education Department, for epileptic children.

(3) The power conferred by this section shall include power to establish or acquire and to maintain certified schools, and to contribute, on such terms and to such extent as may be approved by the Education Department, towards the establishment, enlargement, or alteration, and towards the maintenance of certified schools.

(4) A school authority may in respect of children resident in or whose permanent home is in their district and attending certified special classes or schools in the district of another school authority, contribute to that other authority the proportionate cost of the provision and maintenance of such special classes or schools.

(5) The school authority, acting under this section, shall make provision for the

examination from time to time of any child dealt with under this section, in order to ascertain whether such child has attained such a mental and physical condition as to be fit to attend the ordinary classes of public elementary schools; and the school authority shall make provision for such examination in the case of any child whose parent claims such examination of his child, provided that the parent shall not make such claim within less than six months after his child has been examined; and any school authority failing to make such provision as this subsection requires shall be deemed to have acted in contravention of this Act.

(6) The Education Department shall not certify any establishment established after the commencement of this Act for boarding and lodging more than fifteen defective or epileptic children in one building or comprising more than four such buildings.

Provision of Guides or Conveyances.

3.—A school authority may provide guides or conveyances for children who, in the opinion of the school authority, are, by reason of any physical or mental defect, unable to attend school without guides or conveyances.

Obligation of Parent as to Defective and Epileptic Children.

4.—(1) The duty of a parent under section 4 of the Elementary Education Act, 1876, to provide elementary instruction for his child shall, in the case of a defective or epileptic child over seven years of age in any place where a certified special class or school is within reach of the child's residence, include the duty to cause the child to attend such a class or school, and a parent shall not be excused from this duty by reason only that a guide or conveyance for the child is necessary.

(2) In the case of an epileptic child whose age exceeds seven years, the school authority may, if they think fit, apply to a court of summary jurisdiction for an order requiring the child to be sent to a certified school for epileptics, and if any parent fails to comply with the order, he shall be deemed to have failed to perform the duty prescribed by section 4 of the Elementary Education Act, 1876, and may be proceeded against accordingly.

Conditions and Effect of Grant of Certificate to School for Defective or Epileptic Children.

5.—The provisions of section 7 of the Elementary Education (Blind and Deaf Children) Act, 1893, respecting the conditions and effect of the grant of certificates to schools for blind or deaf children shall apply, with the necessary modifications, to schools for defective or epileptic children established or proposed to be established under this Act, except that no requirement need be made as to the proportion of the expenses to be defrayed out of private sources.

Powers and Expenses of School Authority.

6. The provisions of section 5 of the Elementary Education (Blind and Deaf Children) Act, 1893 (relating to the powers and expenses of a school authority under that Act), shall apply, with the necessary modifications, to school authorities acting under this Act.

Provided that a parish in which there is a school board shall be exempt from contributing to the expenses incurred by any district council acting as a school authority under this Act, and where a school authority are an urban district council, their expenses as such authority shall be paid out of the fund to be raised in the area for which they are a school authority in the same manner as the fund out of which their general expenses are payable is raised in the urban district.

Grants from Public Money towards Education of Defective and Epileptic Children.

7. Nothing in any Act of Parliament shall prevent the Education Department from giving aid from the parliamentary grant to a school in respect of education given to defective or epileptic children to such amount and on such conditions as may be directed by or in pursuance of the Minutes of the Education Department in force for the time being.

Contribution by Parent.

8.—(1.) The parent of a defective or epileptic child shall be liable to contribute towards the expenses of the child incurred by a school authority under this Act in

ike manner and to the like extent as the parent of a blind or deaf child is liable to contribute under section 9 of the Elementary Education (Blind and Deaf Children) Act, 1893, and the provisions of that section shall apply accordingly.

(2.) The parent of a defective or epileptic child shall not, by reason of any payment made under this Act in respect of the child, be deprived of any franchise, right, or privilege, or be subject to any disability or disqualification.

(3.) Payments under this Act shall not be made on condition of a child attending any certified school other than such as may be reasonably selected by the parent, nor refused because the child attends or does not attend any particular certified school.

Contribution by Guardians of the Poor.

9. The board of guardians of any poor law union may contribute such of the expenses of providing, enlarging, or maintaining any certified special class or school under this Act as are certified by the Education Department to have been incurred wholly or partly in respect of scholars taught at the class or school who are either resident in a workhouse or in an institution to which they have been sent by the guardians from a workhouse or boarded out by the guardians.

Limitation on Liability of School Authority.

10.—Nothing in this Act shall be construed as imposing a duty on a school authority to receive in a special class or school established by them any child—

(*a*) who is resident in, or whose permanent home in their opinion is in, the district of another school authority; or

(*b*) who is resident in a workhouse, or in any institution to which he has been sent by the guardians, from a workhouse, or boarded out by the guardians,

unless that other school authority or, as the case may be, the guardians are willing to contribute towards the expenses of the education and maintenance of the child such sum as may be agreed on between the authorities concerned.

Period of Education for Defective and Epileptic Children.

11. For the purposes of the Elementary Education Acts, 1870 to 1893, and of this Act, a defective or epileptic boy or girl shall be deemed to be a child until the age of sixteen years, and the period of compulsory education shall, in the case of such a child, extend to sixteen years, and the attendance of such a child at school may be enforced as if it were required by bye-laws made under the Elementary Education Acts, 1870 to 1893, and any such child shall not, in accordance with such bye-laws, be entitled to total or partial exemption from the obligation to attend school.

Religious Instruction.

12. The provisions regulating religious instruction in certified schools for defective and epileptic children shall be the same as those enacted by section 8 of the Elementary Education (Blind and Deaf Children) Act, 1893.

Report to Parliament.

13. Every school authority shall make to the Education Department such returns as the Department may require; and the Department shall annually lay before both Houses of Parliament a report of their proceedings under this Act during the preceding year, and in that report shall give lists of the schools and classes to which they have granted or refused certificates under this Act during the year, with their reasons for each such refusal.

Interpretation of Terms.

14. In this Act—

The expression "school" includes any institution in which defective or epileptic children are boarded or lodged as well as taught, and any establishment for boarding or lodging children taught in a certified special class or school:

Other expressions have, unless the contrary intention appears, the same meaning as in the Elementary Education (Blind and Deaf Children) Act, 1893.

Short Title.

15. This Act may be cited as the Elementary Education (Defective and Epileptic Children) Act, 1899, and may be cited with the Elementary Education Acts, 1870 to 1893.

Circular to School Authorities. CIRCULAR 432.

DEFECTIVE AND EPILEPTIC CHILDREN.

[ISSUED BY EDUCATION DEPARTMENT, MARCH, 1900].

SIR,—1. The Elementary Education (Defective and Epileptic Children) Act, 1899, empowers School Authorities to make further provision for the education of defective and epileptic children in their districts. The School Authority for the purpose is the same as that which has charge of the education of blind and deaf children under the Act of 1893; that is to say—(*a*) For an area under a School Board, the School Board; (*b*) for an area not under a School Board, the District Council acting through a committee appointed for educational purposes. A School Authority wishing to make provision for defective or epileptic children, should, in the first instance, submit for the approval of this Department, the proposed arrangements for ascertaining what children are defective and epileptic respectively, and the names of the medical officer or officers whom it proposes to appoint for the purpose. The Act requires (Section 1 (2)) that the arrangements shall be such as to enable any parent to present his child to the School Authority for examination; and it also requires, in each case, a certificate in a prescribed form of a duly qualified practitioner, approved by this Department.

2. The forms of certificate prescribed by this Department for the purpose are as follows:—

(a) *For Defective Children.*

I, A.B., a duly qualified practitioner, approved by the Education Department, certify that Y.Z., not being imbecile and not being merely dull or backward, is, by reason of (1) mental, or (2) physical, defect, incapable of receiving proper benefit from the instruction in an ordinary public elementary school, but is not incapable, by reason of such defect, of receiving benefit from instruction in a certified special class or school.

(b) *For Epileptic Children.*

I, A.B., a duly qualified practitioner, approved by the Education Department, certify that Y.Z., not being idiot or imbecile, is unfit, by reason of severe epilepsy, to attend an ordinary public elementary school.

(NOTE.—The causes which render an epileptic child unfit to attend an ordinary school may be either that serious danger to itself or to other children, or that serious disturbance to the work of the school, would be caused by such attendance).

3. The arrangements for ascertaining what children are defective or epileptic should, if possible, include the production of particulars as to the family history of the child, and as to the habits, capacity, and attainments of the child as observed by the teacher of the school which it may have attended. The examination should be confined to children who are not less than seven years old, and it should be held by the medical officer of the School Authority. The teacher who has had charge of the child should be present, and the opportunity of being present should be given to the parent of the child and to H.M. Inspector; and, in the case of a defective child, to the teacher of the special class in the neighbourhood. The examination should be applied not only to children who have been attending infants' schools, but to children who have been absent altogether from school by reason of mental or physical defect. It will be observed that, by Section 1 (4) of the Act, a parent is bound to cause his child to attend such examination, if required by the School Authority, under a penalty of £5. A School Authority which intends to submit to the Education Department proposed arrangements for ascertaining what children are defective or epileptic, may find further guidance from Paragraphs 22 and 23 of the Report of the Departmental Committee on Defective and Epileptic Children, 1898.

4. The chief method contemplated by the Act for providing for defective children is by means of a day school or class which a child may reach from its own home, with the help, if necessary, of a guide or conveyance. The School Authority which makes this provision within reach of a child's home may compel the parent to send the child to such a school (Section 4 (1)). These classes or schools are termed "classes" or "schools" according as they are attached to

ordinary public elementary schools, or are independent of them. They will be public elementary classes or schools subject to special conditions as to curriculum and as to grant.

The regulations applicable to day schools and classes will be found in Part I. of the enclosed Minute of 26th February, 1900. The main conditions are that the children shall be admitted by the procedure described above; that they should be periodically examined by the medical officer (Section 2 (5)) of the Act; that they shall have a room of their own, suitably furnished and used exclusively by them, and a special teacher of their own; that they shall not be mixed with ordinary children for any lessons; that there shall be managers specially appointed and a special time-table; and that the principal teacher shall hold the certificate of the Education Department, or of the National Froebel Union, unless the class is for fewer than 10 children. Classes will be limited in size to an average attendance of 20, unless there are more than two classes, in which case the classes after the first two may consist of 30 children in average attendance. Not less than six hours a week of suitable manual instruction must be given to each child.

5. The rates of grant to classes or schools satisfying these conditions will be for instruction other than manual instruction 50s. for each child in average attendance, and for manual instruction 40s. per child in average attendance in the case of older children, and 30s. per child in average attendance in the case of younger children. These grants take the place of both the Annual and the Fee Grants in public elementary schools.

6. A School Authority may also make provision for defective children by means of boarding them out near to special schools or classes, or by sending them to boarding schools; and, for this purpose, may either establish boarding schools of its own, or utilise, on such terms as may be agreed, institutions certified for the purpose by the Education Department. The Act does not empower School Authorities to provide for defective children by boarding-out or by sending to a boarding institution, except with their parents' consent, and it is expected that these means of providing for the children will be used chiefly, if not entirely, by those School Authorities whose districts are not sufficiently thickly populated to justify the provision of a day class or school. A copy of the regulations for boarding-out defective children is enclosed herewith; the regulations applicable to boarding schools for such children will be found in Part II. of the Minute of 26th February, 1900. The Act (Section 2 (6)) limits the size of boarding institutions established after the commencement of the Act (9th August, 1899) to fifteen children in one building, and the number of buildings which may be comprised in an establishment is limited to four. No grant will be given by the Department for the maintenance of the children, but the grants for education will be the same, and will be given on the same conditions, as those offered for day schools and classes.

7. The Act (Section 3) enables School Authorities to provide guides or conveyances for children who, in their opinion, are, by reason of any physical or mental defect, unable to attend school without guides or conveyances. Such provision is not limited to children attending special classes, but is intended also to meet the case of children who would otherwise be prevented, by some physical defect, from attending ordinary public elementary schools.

8. The schools which will be certified by the Department under this Act for epileptic children will be small boarding schools, where proper provision is made for the medical attendance as well as the education of such children. A child who suffers from only mild epilepsy can attend an ordinary school, or, if he happens to be also defective, a special class for defective children. It is only the children whose epilepsy is so severe as to prevent them from attending day schools for whom this Act makes special provision. A School Authority may either itself establish certified schools for epileptic children, or may contribute, on terms approved by the Education Department, to such schools (Section 2 (2), (3)). The regulations applicable to certified schools for epileptic children will be found in Part III. of the Minute of 26th February, 1900. No grant will be made by the Department towards the maintenance of epileptic children, but the grants for education will be for instruction other than manual instruction, 50s. per head of average attendance, and 40s. and 30s. for manual instruction of older and younger children respectively. These grants take the place of both the Annual and the Free Grants in public elementary schools. The Act (Section 4 (2)) empowers a

School Authority to send an epileptic child to such an establishment without the consent of its parent, and, in such a case, an order of a Court of Summary Jurisdiction will be necessary.

9. The Act being permissive as regards the provision to be made by the School Authorities, it has been necessary to provide against the possible case of an influx of defective or epileptic children from districts which do not make provision for them into districts which do. Accordingly, where children wish to attend a special class or school situated in a district in which they are not resident, or in which they have not their permanent home, the School Authority of such a district is under no obligation to admit them, unless the School Authority of the district from which the children come is willing to contribute an agreed sum towards the cost of the special class or school; and similar provisions are made to meet the case of children for whom Poor Law Guardians are properly responsible, and who are sent to special classes or schools established under this Act (Sections 2 (4), 9, and 10).

10. No fee can be charged to the parent for the instruction given in any special class or school under this Act; but the School Authority may obtain payment (Section 8) from the parent towards the cost of guides, conveyances, or maintenance in a boarding school, in the same manner as such payments are obtained in respect of blind and deaf children. The age of compulsory attendance at school for defective and epileptic children is extended to 16 (Section 11).

MINUTE OF THE COMMITTEE OF COUNCIL ON EDUCATION, DATED 26TH FEBRUARY, 1900, PROVIDING FOR GRANTS ON ACCOUNT OF THE EDUCATION OF DEFECTIVE AND EPILEPTIC CHILDREN AND PRESCRIBING CONDITIONS TO BE FULFILLED BY CERTIFIED SCHOOLS FOR SUCH CHILDREN.

Their Lordships having had under consideration the Elementary Education (Defective and Epileptic Children) Act, 1899, read and approved the following Minute:—

I. DAY SCHOOLS AND CLASSES.

Day Schools or classes for defective children are public elementary schools or classes attached to public elementary schools, differing only from ordinary public elementary schools in the special conditions hereinafter required and the special grants made for them. In other respects they are subject to the ordinary requirements of the Day School Code. Schools or classes for defective children are called "special" schools or classes.

H.M. Inspector will inspect special schools and classes in the ordinary course. He will pay his visits without notice, and will satisfy himself that all the conditions of the grant are fulfilled. In no case will he hold a formal examination. The Department reserves the power to inspect schools or classes by means of any officers whom it may appoint for the purpose.

The following conditions must be fulfilled by schools or classes that are certified as special schools or classes:—

(1.) The premises must be approved by the Department.

In the case of new premises—

(*a*) 20 square feet of floor space per child in average attendance must be provided in the class-rooms.

(*b*.) All playgrounds, offices, lavatories, entrances, and passages must be so constructed as to admit of easy supervision by the teacher of the special class, and must, as a rule, be kept for the sole use of the children attending the special class.

(*c*.) All rooms must, as a rule, be constructed on the ground floor.

(*d*.) Where the premises are intended for the use of more than one class, they must, as a rule, include a wide and well-lighted corridor, which can be used for drill and assembling.

(*e*.) Each child must, as a rule, be provided with a single desk of suitable size, and sloped at an angle of from 10 to 15 degrees.

The approval of premises, which have already been approved as suitable for special schools or classes, will be continued provided that conditions (*a*) and (*b*) be satisfied.

(2.) No children may be admitted, except those who have been ascertained to be

defective within the meaning of the Elementary Education (Defective and Epileptic Children) Act, 1899, under arrangements approved by the Education Department. No child may be admitted at less than seven years of age, or retained after reaching the age of sixteen.

(3.) Proper records must be made at the time of admission and afterwards—

(*a.*) As to the child's capacity, habits, attainments, and health;

(*b.*) As to the family history of the child;

(*c*) As to the progress of the child in the special school or class.

(4.) The children must, from time to time, be inspected by a medical officer appointed for the purpose by the school authority, and records of such inspections must be kept. Provision must be made for the examination, from time to time, of every child, in order to ascertain whether he has attained such a mental and physical condition as to be fit to attend an ordinary class in a public elementary school, and the school authority shall make provision for such examination in the case of any child whose parent claims such examination of his child, provided that the parent shall not make such claim within less than six months after his child has been examined. The decision of the Education Department is final as to whether a child may be retained in a special school or class as defective.

(5.) Every special school or class must have managers specially appointed, who will undertake to visit the school or class from time to time during school hours.

(6.) The children must not for any lessons be mixed with the children of the ordinary public elementary schools.

(7.) Each class must have a separate teacher of its own.

(8.) The principal teacher must hold the certificate of the Education Department or of the National Froebel Union. When there are less than ten children on the roll the principal teacher may be one qualified under Article 50 of the Code.

As a rule, men will not be approved as teachers of special schools or classes.

9.) Subject to the continued recognition of the uncertificated teachers at present employed, assistant teachers not certificated will only be recognised in places where there is more than one class, and where a certificated teacher is in charge as principal. Such assistants should be persons qualified under Article 50 of the Code, or holders of a certificate from the National Froebel Union. No one under the age of twenty-one will be recognised as a teacher in a special class.

(10.) H.M. Inspector must annually approve of all the staff employed. The withholding of approval of a teacher as a special teacher of defective children will in no way affect the teacher's qualification for teaching in ordinary schools.

(11.) The number of children in average attendance may not exceed twenty for each class, except that, if the number of classes at a Centre exceeds two, there may be an average attendance of thirty in each class after the first two.

(12.) Before any teacher is recognised as a principal teacher she must have at least six months' experience in a special school or class approved by the Department.

(13.) The hours during which a special school or class is open must not exceed two and half in the morning and two in the afternoon. An interval of at least an hour and an half must be interposed between the morning and the afternoon meeting of the school or class.

The minimum time of attendance is attendance at secular instruction for an hour and a half; time spent in recreation or registration must not be included in the minimum period of an hour and a half.

(14.) The time-table must provide for—

(*a.*) Instruction in the elements of Reading, Writing, and Arithmetic; (*b.*) Singing and Recitation; (*c.*) Object Lessons; (*d.*) Drawing; (*e.*) Needlework for Girls; (*f.*) Physical Exercises; (*g.*) Manual Instruction.

(15.) As a rule, not less than six hours of Manual Instruction must be given weekly to every child. For the purposes of Manual Instruction the children must be classed as "younger children" and "older children" respectively; this classification must not depend upon any fixed rule as to age, but must be so made as to assign to each child that form of Manual Instruction which is suitable to his skill and capacity. Forms of Manual Instruction approved by the Department as suitable (*a*) for younger children, (*b*) for older boys, (*c*) for older girls, are shown on the list appended to this Minute. In the case of girls, time spent in Needlework may, to the extent of two hours per week, be counted as part of the minimum six hours of Manual Instruction. Other forms of Manual Instruction which the managers consider suitable for either the younger or the older

children may be submitted to the Department for approval. With the approval of the Inspector, Manual Instruction may be given elsewhere than on the premises of the special school or class, but in no case may the children be taught together with children attending an ordinary public elementary school. No class for the Manual Instruction of older children may, as a rule, contain more than ten children present at any one time.

(16.) Where the above conditions are satisfied, grants will be paid annually at the following rates for each unit of average attendance:—

For Instruction other than Manual Instruction, 50s.

For Manual Instruction of younger children, 30s., and older children, 40s.

For each complete tenth of a unit of average attendance a tenth of the above grants will be paid.

These grants are in lieu of the Annual Grant and the Fee Grant payable to ordinary public elementary schools.

II. Certified Schools for Boarding and Lodging Defective Children.

The following conditions must be fulfilled by schools that are certified for boarding and lodging defective children:—

(1.) The schools must be exclusively confined to children who are ascertained to be defective within the meaning of the Elementary Education (Defective and Epileptic Children) Act, 1899 (Section 1).

(2.) No establishment established after the commencement of the Elementary Education (Defective and Epileptic Children) Act (9th August, 1899) can be certified for boarding and lodging more than fifteen defective children in one building, or comprising more than four such buildings (Section 2 (6)).

(3.) The premises must be approved by the Department.

The following rules should be observed in connection with the general rules laid down in Schedule VII. of the Day School Code:—

(a) *Recreation Grounds.*

The superficial area of the uncovered ground should be not less than 30 square feet per child. The recreation grounds for girls and boys should be separate. There should be a covered gymnasium, or large shed open on one side, provided with ample top light and ventilation. Under supervision, this may be used by boys and girls together.

(b) *Schoolrooms.*

The area should be not less than 20 square feet per child, and the cubic contents should be not less than 240 cubic feet. The position should be on the ground floor, near the playground. The exits for the sexes should be separate. Each desk should be for one child only.

(c) *Play Rooms.*

These should be of at least the same size as the schoolrooms.

(d) *Dining Rooms.*

These should be of sufficient size to seat each child comfortably, with space for the passage of waiters. The minimum area is 10 square feet per child.

(e) *Dormitories.*

The minimum width should be 18 feet, the minimum area should be 50 square feet per child, and the minimum cubic capacity 500 cubic feet per child. A separate bed must be provided for each child, with sufficient space between the beds.

A dormitory should be supervised by means of a window in the bedroom of the officer in charge. In houses or homes having small bedrooms, the officer's bedroom should be closely adjoining on the same floor, and the doors of the bedrooms left wide open at night.

No boy over nine years of age should be lodged with girls, unless in a distinct wing approached by a separate staircase.

Boys under nine years of age may be housed in the same buildings with girls, but must have separate dormitories.

Each teacher should have a separate bedroom.

(f) *Sick Rooms.*

These should be separate for each sex, and should consist of two rooms at least in each case—viz., one for the patients and the other for the nurse. An aspect S.E., S. or S.W. is to be preferred.

A detached building is also necessary for infectious cases, except in the neighbourhood of a hospital to which cases can be readily conveyed.

(g) *Baths.*

These should be supplied with hot and cold water, and should be of sufficient number to enable each child to obtain a bath at least once a week in winter and twice in summer. Lavatory basins should be sufficient to enable each child to wash the hands, face, and upper portion of the body morning and evening.

(h) *Latrines.*

For day.—The provision of closets should be 10 per cent. on the number of boys, together with a urinal; and 15 per cent. on the number of girls, with facility for frequent supervision.

For night.—One or two closets should be provided adjoining the dormitories, but disconnected therefrom by a lobby having a current of air by windows on two sides.

(k) *Staircases and Corridors.*

These must be fireproof.

(l) *Fire-Escapes.*

Where only one staircase exists, or where the dormitories are at some distance from the staircases, fire-escapes should be provided.

(4.) No children may be admitted at less than seven years of age, or retained after reaching the age of sixteen.

(5.) The sexes should be separated, as a rule, for all purposes, except meals and lessons and recreation under supervision.

(6.) The staff of every certified school must be approved by the Education Department.

(7.) The schools must be at all times open to the officers of the Education Department or of the school authorities by whom the children are sent.

(8.) The accounts must be audited by a professional auditor, and submitted to the Department in such form as may be prescribed.

(9.) The provisions regulating religious instruction must be the same as those enacted by section 8 of the Elementary Education (Blind and Deaf Children) Act, 1893.

(10.) Instruction must be given in accordance with the rules prescribed by the Education Department for day schools and classes for defective children.

(11.) Where the above conditions are satisfied, grants will be paid annually at the following rates for each unit of average attendance:—

For Instruction other than Manual Instruction, 50s.

For Manual Instruction of younger children, 30s.; and older children, 40s.

For each complete tenth of a unit of average attendance a tenth of the above grants will be paid.

These grants are in lieu of the Annual Grant and the Fee Grant payable to ordinary public elementary schools.

III. Certified Schools for Epileptic Children.

The following conditions must be fulfilled by schools that are certified for epileptic children:—

(1.) The schools must provide for the boarding, lodging, and medical treatment of the children as well as for their education. They must be exclusively confined to children who are epileptic within the meaning of the Elementary Education (Defective and Epileptic Children) Act, 1899.

(2.) No establishment established after the commencement of the Elementary Education (Defective and Epileptic Children) Act (9th August, 1899) can be certified for boarding and lodging more than fifteen epileptic children in one building, or comprising more than four such buildings (Section 2 (6) of the Act).

(3.) The premises must be approved by the Department. They should, if possible,

be built all on one floor, so as to avoid the use of staircases. It is necessary that they should be situated in the country, or on a good pervious soil.

In other respects the rules laid down for the premises of certified schools for boarding and lodging defective children apply to the premises of certified schools for epileptic children.

(4.) No children may be admitted at less than seven years of age, or retained after reaching the age of sixteen.

(5.) The sexes should be separated, as a rule, for all purpose, except meals and lessons and recreation under supervision.

(6.) The staff of every certified school must be approved by the Education Department.

(7.) The schools must be at all times open to the officers of the Education Department or of the school authorities by whom the children are sent.

(8.) The accounts must be audited by a professional auditor, and submitted to the Department in such form as may be prescribed.

(9.) The provisions regulating religious instruction must be the same as those enacted by section 8 of the Elementary Education (Blind and Deaf Children) Act, 1893.

(10.) The school instruction should as nearly as possible resemble that given in an ordinary elementary school.

(11.) Not less than six hours of Manual Instruction must be given weekly to each child. It should have for its object—(1), to train the hand and eye and brain; (2) to fit a child to earn a living; and it should be chosen with a view of improving the health of the children. More highly skilled forms of Manual Instruction than those provided for defective children may be suitable for epileptic children; and it will be necessary to guard against dangerous tools or machinery. The forms of manual training proposed should be submitted to the Department for approval. For purposes of Manual Instruction children must be classed as "younger children" and "older children" respectively. This classification must not depend upon any fixed rule as to age, but must be made so as to assign to each child that form of Manual Instruction which is suitable to his skill and capacity.

(12.) Where the above conditions are satisfied, grants will be paid annually at the following rates for each unit of average attendance:—

For Instruction other than Manual Instruction, 50*s*.

For Manual Instruction of younger children, 30*s*.; and older children, 40*s*.

For each tenth of a unit of average attendance a tenth of the above grants will be paid.

These grants are in lieu of the Annual Grant and the Fee Grant payable to ordinary public elementary schools.

SPECIAL SCHOOLS AND CLASSES.

Forms of Manual Instruction.

(*a*) Suitable for younger children—
- Paper Mat making.
- Clay Modelling.
- Macramé Work, and various other forms of string work.
- Pricking, Colouring, and Kindergarten Sewing.
- Basket Making.
- Paper Folding.
- Bead Threading.
- Paper Cutting and Mounting.
- Building with Cubes.
- Worsted Work.
- Needlework.

(*b*) Suitable for older boys—
- Woodwork of various kinds.
- Shoe Making.
- Basket Making.
- Modelling in Pasteboard (the German "*pappe-werk*).
- Chair Caning.
- Mat Making.
- Tailoring.
- Gardening and Farm Work.

(*c*) Suitable for older girls—
- Cookery.
- Laundry Work.
- Practical Housewifery.
- Needlework.

N.B.—Out of the minimum six hours per week of Manual Instruction not more than two hours may be devoted to Needlework.

CIRCULAR 435.

THE CURRICULUM OF THE RURAL SCHOOL.

[ISSUED BY THE BOARD OF EDUCATION TO MANAGERS AND TEACHERS OF RURAL ELEMENTARY SCHOOLS, APRIL, 1900.]

SIR,—The Board of Education are anxious to call the attention of Managers and Teachers of Elementary Schools situated in the agricultural districts of England and Wales to the importance of making the education in the village school more consonant with the environment of the scholars than is now usually the case, and especially of encouraging the children to gain an intelligent knowledge of the common things that surround them in the country. From experience gained in various districts it is found that by a suitable arrangement and handling of the school curriculum this object can often be attained without necessarily adding any new subjects to the time-table, or demanding any undue burden or work from teachers or scholars.

The Board would deprecate the idea of giving in rural elementary schools any professional training in Practical Agriculture, but they think that teachers should lose no opportunity of giving their scholars an intelligent knowledge of the surroundings of ordinary rural life, and of showing them how to observe the processes of Nature for themselves. One of the main objects of the teacher should be to develop in every boy and girl that habit of inquiry and research so natural to children; they should be encouraged to ask their own questions about the simple phenomena of Nature which they see around them, and themselves to search for flowers, plants, insects and other objects to illustrate the lessons which they have learnt with their teacher.

The Board consider it, moreover, highly desirable that the natural activities of children should be turned to useful account—that their eyes, for example, should be trained to recognise plants and insects that are useful or injurious (as the case may be) to the agriculturist; that their hands should be trained to some of the practical dexterities of rural life, and not merely to the use of pen and pencil, and that they should be taught, when circumstances permit, how to handle the simpler tools that are used in the garden or on the farm, before their school life is over.

The Board are of opinion that one valuable means of evoking interest in country life is to select for the Object Lessons of the lower Standards subjects that have a connection with the daily surroundings of the children, and that these lessons should lay the foundation of a somewhat more comprehensive teaching of a similar kind in the upper Standards.* But these Object Lessons must not be, as is too often the case, mere repetitions of descriptions from text-books, nor a mechanical interchange of set questions and answers between teacher and class. To be of any real use in stimulating the intelligence, the Object Lessons should be the practising ground for observation and inference, and they should be constantly illustrated by simple experiments and practical work *in which the children can take part*, and which they can repeat for themselves at home with their own hands. Specimens of such Courses can be obtained on application to the Board of Education. These may be varied indefinitely to suit the needs of particular districts. They are meant to be typical and suggestive, and teachers, it is hoped, will frame others at their discretion. Further, these lessons are enhanced in value if they are connected with other subjects of study. The Object Lesson, for example, and the Drawing Lesson may often be associated together, and the children should be taught to draw actual objects of graduated difficulty, and not merely to work from copies. In this way they will gain a much more real knowledge of common implements, fruits, leaves, and insects than if these had been merely described by the teacher or read about in a lesson-book. Composition exercises may also be given—after the practical experiments and observations have been made—for the purpose of training the children to express in words both what they have seen, and the inferences which they draw from what they have seen; and the children should be frequently required and helped to describe in their exercise-books sights of familiar occurrence in the woods and in the fields. Problems in arithmetic connected with rural life may also be frequently set with advantage.

* The important points to be observed in all Object Teaching were set out in the Official Circular (No. 369) issued on this subject on June 25th, 1895, copies of which may be obtained from the Board of Education.

The Board of Education also attach considerable importance to work being done by the elder scholars outside the school walls, whether such work takes the form of elementary mensuration, of making sketch-plans of the playground and the district surrounding the school, of drawing common objects, of paying visits of observation to woods, lanes, ponds, farms, and other suitable places under the guidance of the teacher, or of the cultivation of a school garden.

The teacher should, as occasion offers, take the children out of doors for school walks at the various seasons of the year, and give simple lessons on the spot about animals in the fields and farmyards, about ploughing and sowing, about fruit trees and forest trees, about birds, insects and flowers, and other objects of interest. The lessons thus learnt out of doors can be afterwards carried forward in the schoolroom by Reading, Composition, Pictures and Drawing.

In this way, and in various other ways that teachers will discover for themselves, children who are brought up in village schools will learn to understand what they see about them, and to take an intelligent interest in the various processes of Nature. This sort of teaching will, it is hoped, directly tend to foster in the children a genuine love for the country and for country pursuits.

It is confidently expected that the child's intelligence will be so quickened by the kind of training that is here suggested that he will be able to master, with far greater ease than before, the ordinary subjects of the school curriculum.

The Board would further urge upon any teachers now in rural schools who happen themselves to be of urban up-bringing, or to have been trained in urban centres, to seize every opportunity of gaining a closer insight into the special conditions and problems of rural life, and they trust that those whose previous education has not enabled them to obtain full knowledge of the main principles and phenomena of rural life and activities, will be able to attend such holiday courses and classes as may be placed within their reach for this purpose by County Councils or other Local Committees; since it is only when the teacher is genuinely interested in, and well informed about, the occupations of country life that any such results can be looked for in the children as have been referred to as the proper object of rural schools in the present Circular.

I have the honour to be, Sir,
Your obedient Servant,
G. W. KEKEWICH.

QUEEN'S SCHOLARSHIP EXAMINATION, 1900.

REGULATIONS.

The Examination for admission into Training Colleges, and for the office of Assistant Teacher called the Queen's Scholarship Examination, will be held on the 11th of December, 1900, at each of the Residential Training Colleges, and at such other Centres as may be necessary.

1. Candidates cannot be admitted to the Examination unless application has been made to the Department on their behalf before the 1st of October.

2. Candidates who desire to be examined at a Training College must make their own arrangements for securing a seat with the authorities of the College. To those who do not desire to present themselves for examination at a College, a choice of Centres will be offered; the exact address of the place of Examination at the Centre selected will be communicated to each Candidate as early as possible in November.

3. Candidates who have not been Pupil Teachers must be over eighteen years of age on 1st of September, 1901. The date of birth must be stated to the Department at the time of application for permission to sit at the Examination. They must also produce a medical certificate in a form approved by the Department (Form 42 Q.S.).

4. Candidates who fail twice to pass the Queen's Scholarship Examination may not be again examined.

5. The subjects of Examination, as shown in detail below, are:—

1. Reading.
2. Repetition.
3. Penmanship.
4. Dictation.
5. Theory of Teaching.
6. Practical Teaching.
7. Geography.
8. History.
9. English Composition.
10. English Language & Literature.
11. Arithmetic.
12. Algebra (*men only*).
13. Euclid (*men only*).
14. Elementary Science.
15. Languages.
16. Drawing.
17. Music.
18. Domestic Economy (*women only*).
19. Needlework (*women only*).

of which all, or any, may be taken up by the Candidate. The position of successful Candidates is determined by the aggregate number of marks obtained. The list is arranged in three classes.

6. Candidates are informed by letter from the Department of the result of their Examination, and those who obtain a place in the First or Second class are eligible for admission as Queen's Scholars to a Day or Residential Training College for a period of training commencing with the Academical year next succeeding the date of the Queen's Scholarship Examination.

7. Copies of the papers set at previous Examinations may be obtained from Messrs. Eyre & Spottiswoode, East Harding Street, Fleet Street, E.C., or through any bookseller, price 6d. each.

QUEEN'S SCHOLARSHIP EXAMINATION (SYLLABUS).

DETAILED SYLLABUS OF THE SUBJECTS OF EXAMINATION.

(*The maximum number of marks obtainable in each subject is placed within brackets.*)

Candidates who obtain less than 25 per cent. of the marks allowed for any subject marked with an asterisk will not be credited with any marks for that subject, and those who obtain 25 (or more) per cent. of such marks will have their marks adjusted as the Department may deem necessary in order to prevent undue credit being obtained for a low degree of knowledge.

A.

1. READING:—[60].
   To read with precision, ease, and just expression from one of Scott's novels, or from Macaulay's Essay on Frederick the Great. The latter is the book prescribed in Schedule V.* of the Code, 1899, for Pupil Teachers in their Second Year.

2. REPETITION:—[40].
   To repeat 100 lines of Shakespeare or Milton with clearness and force, and knowledge of meanings and allusions.
   In Welsh districts 50 lines of Shakespeare or Milton may be taken with 50 lines from a standard Welsh author.
   N.B.—Candidates employed in Public Elementary Schools must perform the exercises in Reading and Repetition at an inspection of their School, or at a collective examination in the year in which they present themselves for the Queen's Scholarship Examination. Other Candidates will be heard at the place of Examination. These marks cannot be carried forward to a future Examination.

3. PENMANSHIP:—[30].
   1. To write legibly.
   2. To set copies in large and small hand.

4. WRITING FROM DICTATION:—[50].

5. THEORY OF TEACHING:—[100].
   1. Notes of lessons.

2. The methods of teaching any subject taught in Elementary Schools.
3. The methods and principles of infant teaching and discipline.

6. PRACTICAL TEACHING:—[100].
1. To give a class lesson on any subject taught in Elementary Schools.
2. To answer questions as to the mode of giving any such lesson.

N.B.—Marks for giving a lesson can only be obtained by Candidates who are employed as teachers in any recognised capacity, or who have been so employed, within two years preceding the Examination, in Public Elementary Schools, Poor Law Schools, Schools certified under the provisions of the Elementary Education (Blind and Deaf Children) Act, 1893, Certified Efficient Schools, Reformatory Schools or Industrial Schools, and who have been duly recognised in that capacity as members of the School staff. The lesson must be given at one of the Inspector's visits to the School during the two years preceding the Queen's Scholarship Examination.

In Welsh districts credit will be given (in the class-teaching lesson) for ability shown in utilising the children's knowledge of Welsh.

7. GEOGRAPHY:—[100].
Outlines of the geography of the world, with special reference to India and to the chief British Colonies and Dependencies.
Candidates are advised to practise the drawing of sketch maps and to illustrate their answers by means of them. No detailed maps will be required at the Examination.

In Welsh districts some of the questions set will relate to Welsh Geography and Welsh Industries.

8. HISTORY:—[100].
Outlines of English History from the Norman Conquest to 1870, with special reference to the expansion of the British Empire from 1558 to 1858.

In Welsh districts some of the questions will relate to Welsh History.

9. ENGLISH COMPOSITION:—[75].
To write a short essay upon a given subject.

10. ENGLISH LANGUAGE AND LITERATURE:—[100].
1. Parsing and analysis of sentences.
2. Elementary Etymology and a general outline of the history of the English language.
3. A general knowledge of the style and subject matter of one of the following books:—Pope's "Essay on Man," Epistle IV., Shakespeare's "Julius Cæsar."

In Welsh districts the sentences set for parsing and analysis may be partly Welsh.

11. ARITHMETIC:—[100].
The principles and practice of Arithmetic, including the measurements of rectangular areas and solids.
The paper set for Women will contain some alternative questions on Elementary Algebra, which will not extend beyond the four simple rules and simple equations of one unknown quantity, with easy problems leading to such equations.

12. ALGEBRA:—[125]. (*For Men only*).
As far as, and including, quadratic equations of one unknown quantity, with easy problems leading to any of these equations, together with simple questions on ratio, proportion, variation, and arithmetical progression.

13. EUCLID:—[100]. (*For Men only*).
Books I. and II., with simple geometrical exercises.

*14.—ELEMENTARY SCIENCE:—[100].

Section 1. [50].

Matter.—Forms of matter. Indestructibility of matter. Mass, volume, density, specific gravity, weight. Centre of gravity.

Force, Motion, and Inertia.—The parallelogram of forces. Composition and resolution of forces. Conversion of rectilinear into circular motion.

The Mechanical Powers.—Principles of the lever, the pulley, the inclined plane, and the screw.

Energy.—Heat, radiation, electricity, and chemical action as forms of energy. Mechanical work.

Heat and Temperature.—Discrimination between heat and temperature. Effects of heat. The measurement of temperature by thermometers. Change of state caused by heat, as in ice, water, and steam.

Radiation.—Rectilinear propagation of radiation. Reflection and refraction of radiation. The analysis of light by a prism and its recomposition. The colour disc. The visible spectrum.

Elementary Chemistry.—Mixtures and compounds. Water; its composition proved by analysis and synthesis; its physical properties. Elementary properties of oxygen, nitrogen, hydrogen, carbon, iron and mercury, and of water, carbon dioxide, lime, silica, and the alkalis, common salt, iron oxide, and mercuric oxide.

Terrestrial Magnetism.—Properties of the loadstone and artificial magnets. The earth a magnet. Primary laws of magnetic attraction and repulsion. Dip. The earth's magnetic poles.

Section 2. [50].

Elementary Chemistry.—Elementary properties of chlorine, sulphur, phosphorus, marsh gas, coal gas, hydrochloric acid, sulphuric acid, and nitric acid, of the common metals—*e.g.*, lead, copper, &c.

Combination by weight and by volume. Explanation and use of chemical formulæ.

Elementary Astronomy.—Measurement of angles by degrees, minutes, &c. Determination of positions of celestial bodies by azimuth and altitude. Elementary descriptions and simple explanations of chief apparent motions of (1) fixed stars, (2) sun, (3) moon.

Simple explanations of phases of moon, lunar and solar eclipses and seasons.

Telescopic appearance of moon.

N.B.—It is expected that Candidates will obtain an experimental knowledge of the Chemistry and Physics set forth in this Syllabus. The Syllabus has therefore been so arranged that the necessary experiments can be conducted without any expensive apparatus or materials.

It is expected also that Candidates shall be trained to notice and record the positions of the various heavenly bodies.

*15. LANGUAGES:—[100 each].

(i.) Latin.—Pliny's Letters, Book I., 1 to 12.
(ii.) Greek.—Xenophon's "Anabasis," Book II.
(iii.) French.—Coppée's "Le Trésor."
(iv.) German.—Schiller's "Der Neffe als Onkel."
(v.) Hebrew.—The Book of Deuteronomy.
(vi.) Welsh.—"Mabinogion"; modernised version of the "Pedair Caine," by J. M. Edwards.

Each paper will contain in addition to passages for translation into English from the set book, grammatical questions and easy passages for translation from English into the language chosen.

There will also be an easy unseen passage for translation into English.

N.B.—Marks may be obtained for any two of the above languages, but not for more than two.

*16. DRAWING:—[60].

I. Freehand.

Outline Drawing from copy { (*a.*) Conventional forms. (*b.*) Common objects. (*c.*) Natural forms (animals, plants, &c.).

II. Geometrical Drawing.

(*a.*) Circles passing through three points.
(*b.*) Regular polygons—construction, and inscribed and circumscribed circles.
(*c.*) Similar rectilineal figures.
(*d.*) Proportional lines.
(*e.*) Ellipse—construction of.

*17. MUSIC:—

(*a.*) THEORY OF MUSIC:—[20].

Staff Notation.

All the major and minor scales and signatures. Diatonic and Chromatic

intervals. Easy transposition. The value of notes, dotted notes, and rests. Bars and time signatures. Transposition of time. Syncopation. Compass of voices. Common musical terms. *Or*,

Tonic Sol-fa Notation.

The major and minor modes. Bridge notes and first removes of key. Chromatic names. Relative pitch of keys and notes. Diatonic and Chromatic intervals. Pulses, measures. Pulse division in halves, quarters, thirds, &c. Syncopation. Compass of voices. Common musical terms.

(*b*.) Practical Music:—[30].

Graded tests in tune, time and ear training, based upon the requirements for the various school divisions.

The highest marks will be given to Candidates able to sing at sight passages combining time and tune, and to tell ear exercises freely.

(i.) Candidates may take theory of music without also taking practical music.

(ii.) The tests can be sung from the staff or tonic sol-fa notation at the option of the Candidate.

(iii.) Each Candidate will be tested in time and one other point (note or ear).

(iv.) No songs are required.

18. Domestic Economy:—[80]. (*For Women only*).

1. Food; its functions and preparation.
2. Clothing and washing.
3. Rules for warming, cleaning, and ventilating the dwelling.
4. Rules for preserving health.
5. The management of a sick room.
6. Thrift.

19. Needlework:—[100]. (*For Women only*).

1. The various stitches used in making and mending calico and flannel underclothing.

2. The cutting out, by proportion or by measurement, of a girl's chemise, drawers, and flannel petticoat.

UNIVERSITY EXTENSION CERTIFICATES.

Subject to the following regulations, marks up to a maximum of 125 may be obtained at any examination for University Extension Certificates held by the University of Cambridge, the University of Oxford, the University of Durham, the Victoria University, or the Universities Joint Board of the London Society for the Extension of University Teaching, or by any College of University rank approved by the Department for the purpose.

1. The subject of examination must be connected with one of the following branches of knowledge:—

(*a*.) English Language and Literature.
(*b*.) Geography.
(*c*.) History.
(*d*.) Languages.

2. The subject chosen, and a Syllabus of the lectures on which the examination is based, must be previously approved by the Department.

3. The course must consist of not less than twenty-four lectures, supplemented by classes.

4. Candidates must have attended at least two-thirds of both the lectures and classes, and must also have worked at least two-thirds of the papers in connection with such classes to the satisfaction of the lecturer.

5. The examination must be held after the completion of the approved course of lectures during the twelve months preceding the Queen's Scholarship Examination at which the Candidate presents himself.

6. The examination must be conducted by a competent examiner other than the teacher or lecturer.

7. A Candidate who is credited with marks at any such examination may not be credited with marks for the corresponding subject in this Syllabus.

Table of Holiday Courses on the Continent

Where held.	Date.	Fees.	Return Fares from London, 1st Class Steamer, 2nd Class Railway.	Lowest Cost of "Pension" per Day.
GERMANY:				
Bonn ...	August 6th—18th ...	20 marks	£2 18s. 9d.... ...	3 to 4 marks ...
Greifswald	July 15th—August 4th	20 marks	£8 1s.	3 to 4 marks ...
Jena ...	August 6th—18th (conversation classes continue until August 25th)	Entrance, 5 marks. Each course of 12 lectures, 15 marks. Conversation classes (18 lessons) and six excursions), 30 marks	(To Weimar) £4 9s. 3d.	3 to 4 marks ...
Marburg ...	1st Course, July 8th—28th; 2nd Course, August 5th—25th.	30 marks for each course, or for both, 45 marks	£3 15s.	2 marks 50 pfennigs to 4 marks 50 pfennigs
FRANCE:				
Elbeuf ...	August 3rd—28th* ...	£2 2s. if name is entered before July 15th, otherwise £2 5s.	£1 16s., *i.e.*, 33s. to Rouen and back — thence book to Elbeuf.	5 francs ...
Lisieux ...	August 3rd—28th* ...	As above	£1 18s.	5 francs ...
Tours ...	August 3rd—24th* ...	As above	(To Paris) £2 10s. 3d. (Paris to Tours) about 14s. 6d.	6 francs ...
Paris ...	1st Course, July 2nd—31st; 2nd Course, August 1st—31st.	100 francs admits to both courses; 60 francs to all the lectures of a single course. Each lecture, 1 franc. Each conversation class, 50 centimes	£2 10s. 3d.... ...	5 francs ...
Paris ...	Christmas and Easter Holidays	25 francs per week	As above	As above ...
SWITZERLAND:				
Geneva ...	July 18th—August 28th	40 francs, and 6 francs for conversation classes and correction of written work	£5 11s. 1d.... ...	4 francs ...
Lausanne	July 19th—August 29th	30 francs	£5 1s. 4d.	4 francs (possibly 3 francs 50 cents)
Neuchatel	1st Course, July 16th—August 11th 2nd Course, August 13th—September 8th	25 francs 25 francs	£4 19s. 6d.... ...	4 to 5 francs ...

NOTE.—Programmes of most of these courses may be seen at the Education Department Library, Cannon Row, Whitehall, S.W.

* These dates are given subject to alteration; the exact dates will be found in the Teachers' Guild Handbook, to be published in May.

The foregoing Table of Holiday Courses for Instruction in Modern Languages is only intended to serve as a guide to students in their application for further details; the particulars given should in all cases be verified by direct communication with the Secretaries, whose names and addresses will be found in the sixth vertical column.

for Instruction in Modern Languages, 1900.

For further information address:	Principal Subjects, &c.	Important Details.
Fräulein J. Gottschalk, Hofgartenstr, 17	German Language and Literature, History, Art, Geology, and Geography	For women only. No special arrangements for foreigners. Chiefly for German teachers; suitable for advanced foreign students.
Ferienkurse, Greifswa'd ...	German and French Literature. Methods of modern language teaching. Phonetics, Pedagogy, Natural Science, History, Geography	For teachers of both sexes. Special conversation classes for foreigners, conducted on most modern methods.
Frau Dr. Schnettger Gartenstr, 2	Pedagogy, Natural Science, History of Art, Mental and Moral Science Religion, German Language, and Literature. Education of defective children	For teachers of both sexes. Renowned for its course of Pedagogy. Conversation classes (elementary and advanced) for foreigners.
Herr A. C. Cocker, Villa Cranston; or W. G. Lipscomb, Esq., Hon. Sec., Modern Language Association, University College School, London, W.C.	Pedagogy, Psychology, Natural Science, History, Phonetics, German Language and Literature, French Literature, English Literature	For teachers of both sexes. Conversation classes (elementary and advanced) for foreigners.
H. B. Garrod, Esq., 74, Gower Street, London, W.C.	French Literature, History, Language, political, social and economic aspects of France	Under management of special committee appointed by the Teachers' Guild. To promote a knowledge of the French language, customs, &c., among English people.
As above	As above	As above.
As above	As above	As above.
Monsieur le Secrétaire, l'Alliance Française, rue de Grenelle, 45	Classical and modern French Language and Literature, Elocution and Pronounciation. Phonetics. Institutions and Arts of France	Elementary and advanced courses. Special courses on history of French art and institutions. Conversation classes.
Monsieur Louis Jadot, Université Hall, Boulevard Saint Michel, 95; or W. G. Lipscomb, Esq., Hon. Sec., Modern Language Association, University College School, London, W.C.	Study of French in groups of three or four. Visits to places of interest in Paris; also lectures on Literature, Art, educational and social life of Paris	Preparatory to summer courses of l'Alliance Française, and to the examination for the certificat d'etudés françaises de l'université de Paris.
Monsieur Bernard Bouvier, Bourg-de-Four, 10, Geneva	Classical and modern French Literature, French institutions, special classes for study of spoken language, rhetoric, style, syntax and methods of teaching	Specially intended for advanced foreign students of both sexes.
Monsieur J. Bonnard, Avenue Davel, 4, Lausanne	History, Literature, and Philology. Phonetics. Special study of spoken language. Psychology	For foreigners of both sexes.
Monsieur P. Desseulavy, Académie de Neuchatel.	General study of French Language and Literature	For foreigners of both sexes. Elementary and advanced courses.

The Secretaries will generally supply applicants with a list of *pensions*, &c., but the little hand-book "Holiday Resorts," issued by the Teachers' Guild, 74, Gower Street, London, (price 1s., per post 1s. 1d., to non-members), will always be found useful and reliable. The excursions in connection with most of these courses are arranged as economically as possible, and afford excellent opportunities for acquiring useful and interesting information, as well as for practice in conversation.

No student should attend an *advanced* course who has not some knowledge of the spoken language in which the course will be delivered. And all who take part in the courses are strongly advised to avail themselves of opportunities of enjoying social intercourse with foreign students. Experience has shown that in many cases, through associating too exclusively with visitors of their own nationality, students have missed much of the advantage which they would otherwise have gained from the courses.

FORM 100.

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74. Canterbury District—Routledge, Rev. C. F., Canterbury; *McGregor, J. McL., Esq.*, Manor House, Maxton, Dover.
75. Maidstone District—Ley, J. Carrington, Esq., St. Helens, East Farleigh, Maidstone *Muggs, F., Esq.*, Lansdown, Buckland Hill, Maidstone.
76. Ashford District—Colson, C. G., Esq., 18, Castle Hill Avenue, Folkestone; *Sanderson, T., Esq.*, Queen's Road, Ashford, Kent.
77. Tunbridge Wells District—Alington, Rev. H. G., 11, Ferndale, Tunbridge Wells; *Germain, T. G., Esq.*, 22, Eridge Road, Tunbridge Wells.
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79. Eastbourne District—Gardner, G., Esq., St. Fillans, Grassington Road, Eastbourne; *Garland, C., Esq.*, Fairlawn Cottage, Woodlands Road, Redhill.
80. Guildford District Colvill, J. C., Esq., "Scotlands," Haslemere, Surrey; *Thompson, F. H., Esq.*, Oakleigh, Dene Road, Guildford.
81. Croydon District—Dibben, H. F., Esq., Westgate, Addiscombe Road, Croydon; *Shilton, F. J., Esq.*, 6, Canning Road, Croydon; *Whitworth, A. J., Esq.*, "Manston," Mason's Avenue, Croydon.

METROPOLITAN DIVISION—T. KING, Esq., Senior Chief Inspector.

82. Edmonton District—Field, E. M., Esq., 65, Talbot Road, Highgate, N.; Kefford, W., Esq. (Sub-Inspector), 5, Bedford Road, West Green Road, South Tottenham; *Thomas R. E., Esq.*, 51, Reighton Road, Upper Clapton, N.E. (*See also No.* 90.)
83. West Ham District—Marvin, F. S., Esq., 13, South Square, Gray's Inn, W.C.; Turner, G. A., Esq., 1, Elizabeth Terrace, Peel Road, South Woodford (*temporary*); *Crossley, C. J., Esq.*, Toynbee Hall, Commercial Street, E.; *Stevens, C. H., Esq.*, 13, Bramerton Street, King's Road, Chelsea, S.W.
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87. Chelsea District (Sub-Divisions T2, U1, U2, V1, and V2).—Barnett, P. A., Esq., Heatherleigh, Spring Grove, Isleworth. (*With a Sub-Inspector, 2nd Class, from M. Helps' District, to assist as occasion may require.*)
88. Chelsea District (except Sub-Divisions T2, U1, U2, V1, and V2).—Helps, E. A., Esq., Coleshill, Amersham; Wade, G., Esq. (Sub-Inspector), 36, Craven Park, Harlesden, N.W.; *Parsons, J., Esq.*, 121, Broomwood Road, S.W.; *Hands, W. J., Esq.*, 72, Manor Park Road, Harlesden, N.W.
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90. Finsbury District—Balmer, J. P., Esq., 35, Regent's Park Road, N.W.; *Couch, W. H., Esq.*, 121, Pepys Road, New Cross, S.E.; *Waumsley, F. A., Esq.*, 5, Walham Grove, Fulham, S.W.; *Thomas, R. E., Esq.*, 51, Reighton Road, Upper Clapton, N.E. (*See also No.* 82.)

91. Hackney District—Stevelly, R. S., Esq; Varnon, W., Esq. (Sub-Inspector), 13, Tollington Place, Tollington Park, N.; *Goodyear, T. W., Esq.*, 44, Wilberforce Road, Finsbury Park, N.; *Harding, F. E., Esq.*, Murton House, Higham Road, Woodford Green.

92. Tower Hamlets District (except Sub-Divisions B, D, and E.).—Wylie, J. H., Esq., 4, Lawn Road, Haverstock Hill, N.W.; Morris, W., Esq. (Sub-Inspector), 125, Camden Road, Camden Town, N W.; *Palmer, G. H., Esq.*, 62, Florence Road, New Cross, S.E.; *Dempster, F. P., Esq*, 111, Upton Park Road, Forest Gate, E.

93. Tower Hamlets District (Sub-Divisions B, D, and E).—Coward, W. S., Esq. (Chief Inspector), Western Lodge, Portland Place, Kensington, W. (*With a Sub-Inspector, 2nd Class, from Mr. Graves's District as occasion may require.*)

94. City District—Rankine, A., Esq (Chief Inspector), 64, Worple Road, Wimbledon, S.W. (*With a Sub-Inspector, 2nd Class, from Mr. Graves's District as occasion may require.*)

95. Greenwich District—Newton, A. W., Esq., 64, West Chislehurst Park, Eltham, S.E.; *Biddle, S., Esq.*, 5, Morley Road, Lewisham, S.E.; Callis, Miss C. L. (Sub-Inspector), 17, Royal Parade, Blackheath, S.E.

96. Southwark—Graves, A. P., Esq., Red Branch House, Lauriston Road, Wimbledon Common, S.W.; *Venables, T. H., Esq.*, 27, Montholme Road, New Wandsworth, S.W.; *Cunningham, J. J., Esq.*, 24, Santos Road, West Hill, Wandsworth, S.W.

97. East Lambeth and West Lambeth (Sub-Divisions L, P, V, W, Y, Z, AA, AC, AD, AF, AG, AJ, AK, AN, AO, AU, AV, AW, AX, AY, BB—Du Port, Rev. C. D. (Chief Inspector), 24, Norland Square, Notting Hill, W.; Ussher. B. G., Esq.; *Marsh, J., Esq.*, 4, Brailsford Road, Tulse Hill, Brixton, S.W.; Munday, Miss R. A. (Sub-Inspector), 63, Gloucester Street, Warwick Square, S.W.

98. West Lambeth (the remainder)—Eichholz, A., Esq., 28, Bolingbroke Road, West Kensington, W.; Bilton, C., Esq. (Sub-Inspector), Brookleigh, Gunnersbury; *Ainsworth, J. D., Esq.*, 44, Thornton Avenue, Streatham Hill, S.W.; *Butler, W., Esq.*, 51, Sydenham Park, S.E.

Unattached.

Hodges, J., Esq. (Sub-Inspector), 20, Argyle Terrace, Penmartin Road, Brockley, S.E.

Sub-Inspectors (Manual Instruction).

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N.W., W.C., and E.C. Districts—Gray, P. L., Esq., Avenue House, Solihull, Birmingham.
S.E. and Metropolitan, except London Districts 87 and 90-95—Keate, R., Esq., 14, Rosary Gardens, S.W.

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Metropolitan District—Fitzroy, C. D., Esq., 43, Jermyn Street, St. James's, S.W.
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East Central District—Tunaley, H., Esq., 30, Fairmount Road, Brixton Hill, S.W.
North-Western District—Lattimer, J., Esq., 13, Cross Road, Chorley-cum-Hardy, Manchester.
North-Eastern District—Walker, Captain F. D., Dairy Cottage, Harrogate.
Eastern District—Hudson, C. W. S., Esq., "The Lilies," Twickenham.
North Central District—Saltmarsh, J. G., Esq., 15, South Avenue, Hoole Road, Chester.
Welsh District—Taylor, A., Esq., Gorphwysfa, Cwrt-y-Vil Road, Penarth.

Inspector of Music.

Sir John Stainer, Mus. Doc., 10, South Parks Road, Oxford.

Directress of Needlework.

The Hon. Mrs. R. E. Colborne, St. Stephen's House, Cannon Row, Westminster, S.W.

Inspectress of Cookery and Laundry Work.

Miss Hyacinthe M. Deane, 100, Fulham Road, S.W.

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THE YORKSHIRE COLLEGE, LEEDS.
THE LEEDS DAY TRAINING COLLEGE.
There are a few vacancies for Men and Women Students for the Session beginning next October. Preference will be given to those who pass the Victoria Preliminary Examination before entrance. Full particulars may be obtained from the Registrar.

THE POSTAL ADDRESSES OF CERTAIN EDUCATIONAL AND OTHER INSTITUTIONS AND BODIES.

Army Schools, Director of, Winchester House, St. James' Square, London, S.W.

Art for Schools Association, Secretary of, Queen's Square, Bloomsbury, London, W.C.

Assistant Teachers, National Federation of, Secretary, J. T. Boulter, Esq Warwick House, Warwick Street, Leicester.

Association for the Oral Instruction of the Deaf and Dumb, Director, 11, Fitzroy Square, London, W.C.

Bibliographical Society, Secretary of, 20, Hanover Square, London, W.

Board of Education, Secretary of, Whitehall, London, S.W.

British and Foreign School Society, Secretary of, Temple Chambers, Temple Avenue, London, E.C.

British Archæological Association, Secretary of, 32, Sackville Street, London, W.

British Association for the Advancement of Science, Secretary of, Burlington House, London, S.W.

British Astronomical Association, Secretary of, 26, St. Martin's Lane, Cannon Street, London, E.C.

Cambridge University, Local Examinations, Secretary of, Lyndwell Buildings, Mill Lane, Cambridge.

Catholic School Committee, Secretary of, 42, Gerrard Street, Soho, W.

Charity Commission, Secretary of, Whitehall, London, S.W.

Chemical Society, Secretary of, Burlington House, London, S.W.

Civil Service Commission, Commissioners of, Cannon Row, Westminster, London, S.W.

College of Preceptors, Secretary of, Bloomsbury Square, London, W.C.

Cookery, Training Schools of, pages 90 and 91.

Dairy Work, Training Schools for, page 91.

Educational Institute of Scotland, J. Laurence, Esq., Old Monkland, Coatbridge, Scotland.

Entomological Society, Secretary of, 11, Chandos Street, Cavendish Square, London, W.

Guild of Organists, Secretary of, Brentwood, Essex.

Headmasters' Association, Secretary of, Parmiter's School, Victoria Park, London, N.E.

Home and Colonial School Society, Hon. Secretary of, Gray's Inn Road, London, W.C.

Incorporated Society of Authors, Secretary of, 4, Portugal Street, Lincoln's Inn Fields, London, W.C.

Institute of Actuaries, Secretary of, Staple Inn Hall, Holborn, London, W.C.

"Journal of Education," Editor of, The Broadway, Ludgate Hill, E.C.

Laundry Work, Training Schools for, page 91.

Linnean Society, Secretary of, Burlington House, London, S.W.

London Mathematical Society, Secretary of, 22, Albemarle Street, London, W.

London School Board, Clerk to, Victoria Embankment, S.W.

London Technical Education Board, Secretary of, 116, St. Martin's Lane, London, W.C.

London University Extension Society, Secretary of, Charterhouse, London, E.C.

Metropolitan Board Teachers' Association, Secretary of, 3, Tudor Street, E.C.

Metropolitan Centre Teachers' Association, Secretary of, Pupil Teachers' School, Hackford Road, Stockwell, S.W.

National Association for the Promotion of Technical and Secondary Education, Assistant Secretary of, 14, Dean's Yard, London, S.W.

National Association of Voluntary Teachers, F. S. Jago, Esq., St. Jude's School, Southwark.

National Education Association, Secretary, A. J. Mundella, Esq., Surrey House, Victoria Embankment, W.C.

National Froebel Union, Secretary of, 12, Buckingham Street, London, W.C. (Syllabus of Examinations supplied post free, 2d.)

National Home Reading Union, Secretary of, Surrey House, Victoria Embankment, London, W.C.

National Phonographic Society, Secretary of, 1, Amen Corner, London, E.C.

National Society for Promoting the Education of the Poor in the Principles of the Established Church, Secretary of, Broad Sanctuary, Westminster, London, S.W.

National Society for the Prevention of Cruelty to Children, Hon. Director, 7, Harpur Street, London, W.C.

National Training School of Cookery, Secretary of, Buckingham Palace Road, London, S.W.

National Union of Teachers, Secretary of, 71, Russell Square, London, W.C.

Numismatic Society, Secretary of, 22, Albemarle Street, London, W.

Oxford University Extension Delegacy, The Secretary, The Examination Schools, Oxford.

Oxford University Local Examinations, Secretary of, Clarendon Buildings, Oxford.

Peace Society, Secretary of, 47, New Broad Street, London, E.C.

Photographic Societies, Affiliation of, Secretary of, 66, Russell Square, W.C.

Pure Literature Society, Secretary of, 11, Buckingham Street, Strand, London, W.C.

Queen's Printers (for Government publications), Messrs. Eyre & Spottiswoode, East Harding Street, London, E.C.

Quekett Microscopical Society, Secretary of, 20, Hanover Square, W.

Recreative Evening Schools Association, Secretary of, 37, Norfolk Street, Strand, London, W.C.

Royal College of Music, Registrar of, Kensington Gore, London, W.

Royal Geographical Society, Secretary of, 1, Savile Row, London, W.

Royal Historical Society, Secretary of, 20, Hanover Square, London, W.

Royal Meteorological Society, Secretary of, 22, Great George Street, Westminster, London, S.W.

Royal Microscopical Society, 20, Hanover Square, London, W.

Royal Normal College for the Blind, Secretary of, Upper Norwood, London, S.E.

Royal Photographic Society, Secretary of, 66, Russell Square, W.C.

Royal School of Music, Secretary of, Victoria Embankment, London, W.C.

"School Board Chronicle," 72-75, Turnmill Street, Clerkenwell, E.C.

"Schoolmaster" Newspaper, Editor of, 3, Racquet Court, Fleet Street, London, E.C.

"Schoolmistress" Newspaper, Editor of, 149, Fleet Street, E.C.

Scottish Assistant Teachers' Association, G. Fenton, B.A., 2, Loanhead Terrace, Aberdeen.

Sloyd Association (Great Britain and Ireland), Secretary, John Cooke, 131, Percy Road, Shepherd's Bush, W.

Sloyd Association (Scottish), Secretary, Geo. F. Duncan, 17, Dryburgh Gardens, Kelvinside, Glasgow.

Society of Antiquaries, Secretary of, Burlington House, London, S.W.

Society of Arts, Secretary of, John Street, Adelphi, London, W.C.

Stationers' Hall (for copyright registry), Clerk of, Stationers' Hall Court, London, E.C.

Teachers' Guild, Secretary of, 74, Gower Street, London, W.C.

"Teachers' Review," 54, Arkwright Street, Bolton, and 121, Milkwood Road, Herne Hill, S.E.

Tonic Sol-fa College, Secretary of, Forest Gate, London, E.

Training Colleges, List given on pages 260 to 262.

Training School of Domestic Economy, Principal, Battersea Polytechnic, Battersea Park Road, London, S.W.

University of Cambridge, Registrar of the University, Cambridge.

University of Durham, Registrar of the University, Durham.

University of London, Registrar of the University, London.

University of Oxford, Registrar of the University, Oxford.

University of St. Andrews (for LL.A. degree), Secretary, LL.A. Scheme, University, St. Andrews, N.B.

Victoria University, Registrar, Victoria University, Manchester.

Zoological Society, Secretary, of 3, Hanover Square, London, W.

SPECIMEN SCHEMES OF INSTRUCTION.

[ISSUED BY THE BOARD OF EDUCATION, MAY, 1900.]

EXPLANATORY MEMORANDUM.

THE following Schemes are issued in accordance with Article 101 (a) of the Code for 1900, in which it is stated that—

"Specimen Schemes of Instruction suited to schools in various circumstances may be obtained on application to the Department."

These Schemes are intended to serve as guides to teachers in preparing Schemes for themselves and as the basis of the more detailed syllabus which will be required for actual use. The Schemes are merely suggestions, and it is hoped that teachers will exercise their own discretion freely upon them. For the first object of the alterations in the Code is to extend the liberty of classification and of the choice of methods of instruction which teachers already possess. The other object, not less important than the former, is to make the course of instruction in all schools more comprehensive, so as to give all scholars the rudiments of general information, while enabling the details of the instruction to be adapted to the special needs of various kinds of schools.

In all schools the rudimentary instruction admits of little variety, for in all schools the younger children must learn to read and understand what they read, to express their own meaning correctly whether in speech or writing, and to acquire some mastery of the elementary processes of arithmetic. In all schools also boys should learn to draw and girls to sew, and both should learn something of their own country, and be taught to observe and to acquire for themselves some knowledge of the facts of nature. In this last detail of the course of instruction there will from the first be some variety; for the "common things" that provide experience for a town child are necessarily different from those which a child can observe in the country. As the children grow older greater diversity will be necessary. In country schools lessons on the objects and work of country life are valuable that would be inappropriate in town schools, while in the latter, the instruction given in lessons on Common Things and in Elementary Science should be varied with reference to the probable future occupations of the children.

The course of instruction already pursued in many large schools probably needs little alteration. In some, the instruction in subjects hitherto styled specific, such as elementary mathematics or modern languages, may begin at an earlier age than at present. In others, for example in girls' schools in which needlework has been taken as a class subject, an enlargement of the scheme of instruction may be necessary. In the smaller schools, in which hitherto the instruction has been narrower in its scope, the changes proposed may seem greater. But if the scheme of lessons is made more comprehensive, the lessons in each branch of learning need not include such minute details as when fewer subjects were studied. Teachers of small schools who have to depend for the most part on their own resources need not fear that any addition is to be made to the work, already sufficiently arduous, that is required of them. On the contrary, the introduction of a wider and more generally interesting course of instruction will, it is hoped, be a welcome relief from the continued repetition of the restricted course of lessons, which has a tendency to become lifeless and wearisome. Any change, however, should be gradual. Examination of the Schemes will show that the number of distinct subjects for which provision must be made in the Time Table need not be much, if at all, increased, for it is suggested that the technical parts of Grammar should be taught incidentally in lessons on Reading and Writing; that History and Geography are kindred subjects, and both may form material for reading lessons: and that similarly Physical Geography can be taught in connection with Elementary Science.

The number of hours per week available for instruction in secular subjects varies with the circumstances of different schools from about 18 to about 22½. In the preparation of these Specimen Schemes this limit has been carefully borne in mind, as it must be in the preparation of any Schemes intended for actual use in a school.

Where particular subjects of instruction such as Manual Training, Cottage Gardening, or Cookery are added to the curriculum the time given to literary subjects will often have to be diminished, but no minimum number of hours is prescribed for any of the subjects named in Article 15 (b) (i.) and (ii.). The distribution of the Work is left to the discretion of Managers and Teachers, subject to the approval of the Inspector.

Some of the Specimen Schemes are arranged in classes corresponding with the "Standards." Though such correspondence is not necessary, it may be found convenient in many cases to retain it, particularly for Arithmetic. The comparatively minute subdivision of classes in this subject has been found to be convenient in practice, even in very small schools, and facilitates preparation for Labour Examinations.

SCHEME I

FOR

SMALL COUNTRY SCHOOL, WITH AVERAGE ATTENDANCE OF FROM 20 to 60 OLDER CHILDREN.

STAFF (exclusive of Staff for Infants): One or two Teachers, according to the number of Children.

—	Lower Division.	Upper Division.
English	Reading from suitable reading books (to be changed from year to year). Copybook writing and transcription. Formation of easy sentences both orally and on paper	Reading from suitable reading books (to be changed from year to year), one of which should be a History of England, and another a Geography Book. Reproduction of passages read by children, letter-writing, written descriptions of simple objects discussed in object lessons
	Suitable Recitation in each Division	
Arithmetic	Group (a) as in Schedule I. for Standard I.	(a) as in Schedule I. for Standard IV.
	Group (b) as in Schedule I. for Standard II.	(b) as in Schedule I. for Standard V.
	Group (c) as in Schedule I. for Standard III.	(c) as in Schedule I. for Standard VI.
Geography	Simple lessons on Geography of neighbourhood, and outlines of England. Explanation of Geographical terms as they occur	Study of contents of Geographical Reader, with oral exposition. Easy Map drawing
History	... ...	Study of contents of Historical Reader with oral exposition
Common Things ... **Elementary Science.**	A course of lessons, to be given to the whole school, dealing with objects familiar to the children, and with matters likely to bear upon the children's lives	
	Where there are two teachers, simple practical instruction in Horticulture or Domestic Economy may be added	
Singing ... ... **Drawing and Needlework.** **Physical Exercises** ...	As under former Codes	

SCHEME 2

FOR

LARGE COUNTRY SCHOOL, OR SCHOOL IN COUNTRY TOWN, WITH AVERAGE ATTENDANCE OF ABOUT 120 OLDER CHILDREN.

STAFF: Certificated Head Teacher, two Assistant Teachers or Certificated Head Teacher, one Assistant Teacher, and two Pupil Teachers.

	Class 3.	Class 2.	Class 1.
English	Reading from suitable reading books (to be changed each year). Simple Recitation. Copy-book writing. Oral formation of easy sentences and Dictation of such sentences	Reading from suitable reading books (to be changed each year). Simple Recitation. Dictation of easy sentences. Formation by children, both orally and in writing, of sentences about matters of every-day life or about matters dealt with in the object lessons. Copy-book writing	Reading from suitable reading books (to be changed each year), one of which should be a History of England. Recitation. Written reproductions of stories told by Teacher, or of passages read by children, or of science lessons. Letter-writing. Grammatical rules bearing upon correct composition
Arithmetic	Group (a) as in Sched I. for Stand I. Group (b) as in Sched I. for Stand II.	Group (a) as in Sched I. for Stand III. Group (b) as in Sched I. for Stand IV.	Group (a) as in Sched I. for Stand V. Group (b) as in Sched I. for Stand VI.
Geography	Elementary notions, illustrated by features of neighbourhood and by Map of England. England in outline	Outlines of Continents in turn	England in detail, in turn with some other country of which Teacher has special knowledge
History	... ...	Simple oral lessons on great Englishmen	Study of contents of Historical Reader with oral exposition
Common Things ... ... **Elementary Science**	A course of lessons dealing with objects and operations of every-day life ...		A course of lessons on Elementary Physics and the industries and natural products of the neighbourhood
Singing ... ... **Drawing and Needlework** **Physical Exercises**	As under former Codes		

SCHEME 3

FOR

A TOWN SCHOOL, IN A POOR DISTRICT, WHERE FEW SCHOLARS OVER 13 MAY BE EXPECTED, WITH AN AVERAGE ATTENDANCE OF FROM 280 TO 320.

STAFF: Head Teacher and six Assistant Teachers, or Head Teacher and five Assistant Teachers, and two Pupil Teachers.

——	Class 6.	Class 5.	Class 4.	Class 3.	Class 2.	Class 1.
English	Reading from suitable books. Simple recitation. Transcription and Copy-book writing	Reading from suitable books. Simple recitation. Oral formation of very simple sentences. Similar sentences from Dictation. Transcription and Copy-book writing	Reading from suitable books. Simple recitation. Formation of rather harder sentences, both orally and in writing. Similar sentences from Dictation. Copy-book writing	Reading from suitable books, one of which should be a History of England. Recitation. Formation, both orally and in writing, of two or three connected sentences upon some subject with which children are familiar (*e.g.* subject of object lesson). Illustrations of use of parts of speech. Copy-book writing	Reading, Recitation, and Composition as in Class 3, together with reproduction of short story read or told by Teacher. Letter-writing and grammatical rules for correct composition	Reading, Recitation, and Composition as in Class 2, together with reproduction of passages read by children in school reading books, especially Geography and History reading books
Arithmetic	As in Schedule I. for Standard I.	As in Schedule I. for Standard II.	As in Schedule I. for Standard III.	As in Schedule I. for Standard IV.	As in Schedule I. for Standard V.	As in Schedule I. for Standard VI.
Geography	Elementary notions	The county or district, with explanations of geographical terms as they occur	England and Wales ...	The British Isles and Europe	One of the Continents, with special reference to British possessions	As in Class 2
History	... ...	... ...	... ...	Exposition of contents of Historical Reader	As in Class 3 ...	As in Classes 2 and 3
Elementary Science and Common Things.	A course of observation lessons on every-day things as in Appendix X. to the Revised Instructions.	As in Class 6	As in Classes 5 and 6, but rather more advanced lessons	*Boys.* Work of Stage I. of Elementary Physics and Chemistry. Schedule IV. of Code *Girls.* Work of Stage I. Domestic Science. Schedule IV. of Code	*Boys.* Stage 2 of Elementary Physics and Chemistry *Girls.* Stage 2 of Domestic Science	*Boys.* Stage 3 of Elementary Physics and Chemistry *Girls.* Stage 3 of Domestic Science
Singing ... ... **Drawing and Needlework** ... **Physical Exercises**	As under former Codes.					

SCHEME 4

FOR

LARGE TOWN BOYS' SCHOOL IN PROSPEROUS CIRCUMSTANCES.

	Class 7.	Class 6.	Class 5.	Class 4.	Class 3.	Class 2.	Class 1.
English	Reading from suitable reading books. Recitation. Transcription and Copy-book writing	Reading from suitable reading books. Recitation. Oral formation of very simple sentences. Similar sentences from dictation. Transcription and Copy-book writing	Reading, Recitation, and Writing as in Class 6, with formation of rather harder sentences, both orally and in writing	Reading, Recitation, and Writing as in Class 5, with illustrations of uses of parts of speech. One reading book to be a History of England	Reading, Recitation, and Writing as in Class 4, with written reproduction of passages read by the children, or of stories told by the Teacher. Simple grammatical rules bearing on Composition	Reading, Recitation and Writing as in Class 3, with Letter-writing	Reading, Recitation and Writing as in Class 2, with Composition on every-day matters
Arithmetic ...	As in Schedule I. for Standard I.	As in Schedule I. for Standard II.	As in Schedule I. for Standard III.	As in Schedule I. for Standard IV.	As in Schedule I. for Standard V.	As in Schedule I. for Standard VI.	As in Schedule I. for Standard VII.
Geography ...	Elementary notions	The county or district, with explanations of geographical terms as they occur	England and Wales	Europe, including the British Isles	America, with special reference to British Colonies	Africa	Asia
History	... ...	... ...	... ...	Exposition of Historical Reading Book			
Elementary Science	Course of observation lessons on every-day things as in Appendix X. to the Revised Instructions			Course of experimental lessons on some branch of Elementary Science suitable to the locality			
French	... ...	Names of familiar objects	As in Class 6, with easy phrases	As in Class 5, with reading from an easy book and formation of easy sentences	As in Class 4, with easy Grammar	As in Class 3, with conversation and more advanced Grammar	As in Class 2, with translation of easy passages into French
Algebra	... ...	... ...	... ...	... ...	Notation and four simple rules	G.C.M. and L.C.M., and simple equations	Quadratic and Simultaneous Equations, and problems leading to Simple Equations

Singing, Drawing and Physical Exercises ... ... As under former Codes.

SCHEME 5

FOR

BOYS' SCHOOL IN SEASIDE TOWN, WITH AVERAGE ATTENDANCE OF ABOUT 170.

Staff: Head Teacher, two or three Assistant Teachers and Pupil Teachers.

	Class 5.	Class 4.	Class 3.	Class 2.	Class 1.
English	Reading from suitable books. Recitation. Oral formation of very easy sentences. Transcription	Reading from suitable books. Recitation. Formation (both orally and in writing) of easy sentences. Transcription	Reading from suitable books. Recitation. Formation of sentences as in Class 4. Writing similar sentences from Dictation	Reading from suitable books, one of which should be a History of England. Recitation. Formation of sentences, and writing of sentences, as in Class 3. Letter-writing	Reading from suitable books, one of which should be a History of England. Recitation. Reproduction in writing of passages read by children, or of stories told by Teacher. Letter-writing. Grammatical Rules bearing upon Composition. Easy Dictation
Arithmetic	As for Standard I. in Schedule I.	As for Standard II. in Schedule I.	As for Stand. III. in Schedule I.	As for Standard IV. in Schedule I.	Group (a) as for Stand. V. in Sched. I. Group (b) as for Stand. VI. in Sched. I. Group (c) as for Stand. VII. in Sched. I.
Geography	Lessons on Geography of the neighbourhood	Outlines of England; Geographical definitions as they occur	Outlines of British Isles	Outlines of one of the Continents, say Europe	Outlines of Asia, Africa, and America (in turn), with special reference to British Possessions
History	... ...	Stories from period before 1066	Stories of period 1066-1485	Exposition of contents of History of England, used as reading book	Exposition of contents of History of England used as reading book
Elementary Science and Common Things.	A course of lessons on Marine Animals and Plants, on Local Rocks, Pebbles, &c.; various sorts of Boats, Ships, &c.; Lighthouses and Light-ships; the Local Tides; Flags of different Nations, &c.			The Magnet and Compass. Practical methods of finding the Cardinal Points. Apparent movements of Sun and Moon. Measurement of Sun's altitude by shadows	Practical measurements of Areas and Volumes. Lever; Pulley; Inclined Plane; Practical examples of Parallelogram of Forces, and Parallelogram of Velocities. The chief constellations and the apparent movements of heavenly bodies
Drawing	As under former Codes				
Singing					
Physical Exercises ...					

SCHEME 6

FOR

GIRLS' SCHOOL WITH AVERAGE ATTENDANCE OF ABOUT 170.

STAFF: Head Teacher, two Assistant Teachers and Pupil Teachers.

	Class 5.	Class 4.	Class 3.	Class 2.	Class 1.
English	Reading from suitable books. Recitation. Transcription. Oral formation of very easy sentences	Reading from suitable books. Recitation. Transcription. Formation (both orally and in writing) of easy sentences	Reading from suitable books. Recitation. Formation (in writing) of two or three sentences regarding objects dealt with in object lesson. Dictation of similar sentences by Teacher	Reading from suitable books, one of which should be a History of England. Recitation. Formation of sentences and Dictation of sentences, as in Class 3. Letter-writing	Reading from suitable books, one of which should be a History of England. Recitation. Letter-writing. Reproduction in writing of passages read by the children, and of stories told by the Teacher. Grammatical Rules bearing upon Composition. Easy Dictation
Arithmetic	As for Standard I. in Schedule I. of Code	As for Standard II. in Schedule I. of Code	As for Standard III. in Schedule I. of Code	As for Standard IV. in Schedule I. of Code	Group (a) as for Stand. V. in Sched. I. of Code Group (b) as for Stand. VI. in Sched. I. of Code Group (c) as for Stand. VII. in Sched. I. of Code
Geography	Lessons on Geography of the neighbourhood	Outlines of Geography of England with geographical definitions	Outlines of Geography of British Isles	Outlines of Geography of one of the Continents	Outlines of Geography of one of the Continents
History	Stories about Ancient Britons, &c.	Stories from English History before 1066	Stories from English History, 1066-1485	Study of History of England used as a reading book	Study of History of England used as a reading book
Elementary Science and Common Things.	A course of lessons on familiar Animals, Plants, and Substances, as in Appendix X. to the Revised Instructions			Lessons on Air, Ventilation, and Respiration; also on Water, Washing, and Cleaning	Lessons on the Choice of Food and Drinks, on the Management of Health, and on the Methods of dealing with Common Ailments—Colds, &c.
Needlework	As under former Codes				
Singing					
Physical Exercises ...					

SCHEME 7

FOR

LARGE COUNTRY SCHOOL, WITH AVERAGE ATTENDANCE OF ABOUT 120 OLDER CHILDREN.

STAFF: Head Master and two Assistant Teachers (besides Teacher of Infants), or Head Master, one Assistant Teacher, and two Pupil Teachers.

—	Class 3.	Class 2.	Class 1.
English	Reading from suitable reading books. Recitation. Transcription and copy-writing. Oral formation of simple sentences about familiar objects, especially those dealt with in object lessons	Reading from suitable reading books. Recitation. Formation (orally and in writing) of sentences containing given words and of sentences about familiar objects, especially those discussed in object lessons	Reading from suitable reading books, one of which should be a History of England. Recitation. Written reproductions of Science and other lessons. Descriptions of results obtained in school garden. Occasional letter-writing and reproduction of short stories. Grammar taught incidentally during Reading and Composition lessons
Arithmetic	Group (1) as for Standard I. in Schedule I. Group (2) as for Standard II. in Schedule I.	Group (1) as for Standard III. in Schedule I. Group (2) as for Standard IV. in Schedule I.	Group (1) as for Standard V. in Schedule I. Group (2) as for Standard VI. in Schedule I. Group (3) as for Standard VII. in Schedule I.
Geography	Geographical terms illustrated by Geography of neighbourhood, and by models in sand, clay, sawdust, &c.	England (particularly neighbouring counties), and, in alternate years, Scotland and Ireland, and general arrangement of continents and oceans	Outlines of continents, the different continents in turn; special reference to British Colonies, &c.
History	... ...	... ...	Exposition of contents of History of England used as reading book
Common Things and Elementary Science ...	A course of lessons on animals and plants familiar to the children	A course of lessons on minerals and manufactures of England and Wales, and on less familiar local plants and trees	Lessons on Bee-keeping and Poultry keeping, and the reasons for the chief processes of Agriculture—*e.g.*, Tillage, Manuring
Needlework	As under former Codes		
Drawing			
Singing			
Physical Exercises ...			

SCHEME 8

FOR

LARGE COUNTRY SCHOOL, WITH AVERAGE ATTENDANCE OF ABOUT 120 OLDER CHILDREN.

STAFF: Head Teacher and two Assistant Teachers (besides Teacher of Infants), or of Head Teacher, one Assistant Teacher, and two Pupil Teachers (besides Teacher of Infants).

	Class 3.	Class 2.	Class 1.
English	Reading from suitable reading books. Recitation. Oral reproduction by children of (1) stories told by teacher, (2) passages read in class, and (3) information obtained in object lessons. Transcription of sentences bearing on object lesson, and copy-writing	Reading from suitable reading books. Recitation. The formation, orally and in writing, of two or three sentences about some familiar object, and the oral reproduction of stories told by the teacher. The chief parts of speech. Copy-writing	Reading from suitable reading books, one of which should be a History of England. Recitation. Composition, as in the second class, but at rather greater length. Letter-writing. Simple grammatical rules
Arithmetic	Lower group as for Stand. I. in Sched. I. Upper group as for Stand. II. in Sched. I	Lower group as for Stand. III. in Sched. I. Upper group as for Stand. IV. in Sched. I.	Lower group as for Stand. V. in Sched. I. Upper group as for Stand. VI. in Sched. I.
Geography	Elementary ideas illustrated by models of sand and clay, and by the neighbourhood of school	England, with special reference to neighbourhood	The continents in turn
History	... ...	... ...	Exposition of contents of History of England used as a reading book
Elementary Science and Common Things	Object lessons on common animals and birds and their food, and on common wild and cultivated plants. Observations on growth of plants in school gardens.		Experimental lessons on the constituents of air, water, and soil, and on the food of plants. Visits where possible to nursery gardens, creameries, poultry farms, &c.
Manual Work	Modelling in clay, objects—*e.g.*, apple, carrot, plum, acorn, nut, discussed in object lesson		Harder exercises in Modelling, *or* Sloyd, *or* woodwork of common type
Drawing	Drawing, freehand and with ruler, the simplest right lined forms from actual objects—*e.g.*, rake, mallet, cupboard, door, &c. The use of set squares	Drawing as in Class 3, but with the introduction of curves—*e.g.*, sickle, scythe, leaves, &c. Scale drawing from actual objects; the use of compasses	Drawing as in Class 2, and also Drawing from rectangular and circular models and from easy common objects. Geometrical figures with instruments
Needlework	As under former Codes		
Singing			
Physical Exercises ...			

SCHEME 9

FOR

Boys' Town School with Average Attendance of about 200.

Staff: Head Teacher, three or four Assistant Teachers, and two or three Pupil Teachers.

——	Class 5.	Class 4.	Class 3.	Class 2.	Class 1.
English	Reading from suitable reading books. Recitation. Oral formation of sentences about common objects. Transcription.	Reading from suitable reading books. Recitation. Oral formation of sentences about common objects. Dictation of very easy sentences and passages.	Reading from suitable reading books. Recitation. Formation (orally and in writing) of sentences about common objects. Easy Dictation.	Reading from suitable reading books, one of which should be a History of England. Recitation. Formation (orally and in writing) of sentences about common objects. Easy Dictation. Division of sentences into subject and predicate.	Reading from suitable reading books, one of which should be a History of England. Recitation. Letter-writing and reproduction in writing by children of passages read in class. Accounts of familiar objects and scenes. Parts of speech, grammatical rules and very easy analysis.
Arithmetic	As for Standard I. in Schedule I.	As for Standard II. in Schedule I.	As for Standard III. in Schedule I.	As for Standard IV. in Schedule I.	Group (a) as for Stand. V. in Sch. I. Group (b) as for Stand. VI. in Sch. I. Group (c) as for Stand. VII. in Sch. I.
Geography	Definitions, illustrated by models in sand or clay, &c.	The Geography of the neighbourhood, and the meaning of a map.	England and Wales ...	The British Isles, with North America in outline.	The Continents in turn, also England revised.
History	... ...	... ...	... ...	Study of contents of Historical Reader with oral exposition.	Study of contents of Historical Reader with oral exposition.
Elementary Science and Common Things.	... ...	... ...	The simpler physical properties of Water, Alcohol, Glycerine, Mercury, Ether, &c.	The lever, pulley, inclined plane experimentally treated; the syphon, barometer, and diving bell.	Effects of heat on solids, liquids, and gases; methods of measuring temperature and heat.
Chemistry	... ...	... ...	... ...	First notions, elements and compounds, examples of chemical action.	Manufacture of the common gases, and their elementary properties; the composition of air and water, acids and alkalis, &c.
Drawing	As under former Codes.				
Singing					
Physical Exercises ...					

SCHEME 10

FOR

SMALL COUNTRY SCHOOL IN WELSH SPEAKING DISTRICT WITH AVERAGE ATTENDANCE OF FROM 20 TO 60 OLDER CHILDREN.

STAFF (exclusive of Staff for Infants): One or two Teachers according to the number of Children.

	Lower Division.	Upper Division.
English	Reading from suitable reading books (to be changed from year to year) which may be bilingual. Recitation. Exercises in conversational English. Transcription and copy-writing. The Dictation of very easy English sentences.	Reading from suitable reading books (to be changed from year to year), which may be bilingual, and one of which should be a History of England and Wales. Recitation. Oral Exercises in spoken English. Reproduction in writing in English of passage read out in English or Welsh. Letter-writing in English and Welsh.
In districts where Welsh is the home language of the children, it is advisable that Welsh be freely used as the medium of instruction in the lower part of the school, especially in such subjects as Object Lessons or Geography. But the English lesson, the chief aim of which is to impart a command of correct English, should be conducted as far as possible in the English language, though Welsh should be used for purposes of necessary explanation.		
Arithmetic	Group (a) as for Standard I. in Schedule I.	Group (a) as for Standard IV. in Schedule I.
	Group (b) as for Standard II. in Schedule I.	Group (b) as for Standard V. in Schedule I.
	Group (c) as for Standard III. in Schedule I.	Group (c) as for Standard VI. in Schedule I.
Geography and Elementary Science.	Lessons on familiar plants, minerals, and animals, and on the Geography of the neighbourhood.	Geography of England and Wales, and, in turn, the British Isles, Europe, and one of the other Continents. Where there are two teachers simple practical instruction in Horticulture, or Agriculture, or Domestic Economy may be added.
History	... ...	Study of contents of History used as reading book, and oral exposition of the same.
Needlework	As under former Codes.	
Drawing		
Singing		
Physical Exercises ...		

SCHEME 11

FOR

SCHOOL IN A WELSH SPEAKING DISTRICT WITH AN AVERAGE ATTENDANCE OF ABOUT 120 OLDER CHILDREN.

STAFF: Head Teacher and two Assistant Teachers (besides Infants' Teachers), or Head Teacher, one Assistant Teacher, and two Pupil Teachers.

——	Class 3.	Class 2.	Class 1.
English	Reading from suitable reading books, which may be bilingual. Recitation. Oral formation of simple English sentences about common objects and scenes, exercises in conversational English. Transcription and copy-writing.	Reading from suitable reading books which may be bilingual, and of which one may be a History of England and Wales. Recitation. Exercises in conversational English. Formation in writing of English sentences about common objects and scenes, and the writing of such sentences from Dictation. The chief parts of speech.	Reading from suitable reading books, one of which should be a History of England and Wales. Recitation. Letter-writing in English and Welsh, reproduction in English of passages read by children, and of stories told by teacher, in English or Welsh. Simple grammatical rules.
In districts where Welsh is the home language of the children, it is advisable that Welsh be freely used as the medium of instruction in the lower part of the school, especially in such subjects as Object Lessons or Geography. But the English lesson, the chief aim of which is to impart a command of correct English, should be conducted as far as possible in the English language, though Welsh should be used for purposes of necessary explanation.			
Arithmetic	Group (a) as for Standard I. in Schedule I. Group (b) as for Standard II. in Schedule I.	Group (a) as for Standard III. in Schedule I. Group (b) as for Standard IV. in Schedule I.	Group (a) as for Standard V. in Schedule I. Group (b) as for Standard VI. in Schedule I.
History	... ...	Study of contents of History used as reading book, and oral exposition of the same.	
Geography and Elementary Science	Lessons partly on common plants, animals, &c., and partly on physical features of neighbourhood.	Outlines of Geography of British Isles, with special reference to neighbourhood of school.	North America and Europe in turn, occasional lessons on plants and on matter of general interest.
Drawing, Needlework, Singing, and Physical Exercises	As under former Codes.[1]		

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